



2013 Cultural Diversity Report

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Maryland Higher Education Commission

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2013 Cultural Diversity Template Report

Maryland Education Article §11-406 requires each public postsecondary institution in Maryland to develop, implement, and report on a program of cultural diversity. Cultural diversity plans include major goals, strategies for implementation, indicators for progress evaluation, indication of where progress has been made, and areas identified as needing further improvement. This statute also identifies MHEC as the agency responsible for monitoring compliance with these requirements. MHEC is producing this report in order to satisfy the §11-406 requirement to oversee the implementation of cultural diversity plans.

In addition to satisfying the requirements of §11-406, this report will also enable MHEC to monitor key access and success metrics critical to achieving goals articulated in Goal 3 of the 2013 Maryland State Plan for Postsecondary Education, *Maryland Ready*. Goal 3 outlines the state's commitment to diversity and achieving equitable outcomes for all students. *Maryland Ready* establishes a very broad definition of diversity, incorporating "age; cultural identity; disability; ethnicity; family educational history (e.g., first-generation college students); gender identity and expression; nationality; sexual orientation; political affiliation; race; religious affiliation; sex; economic, marital, social, and veteran status; or any other personal attribute included in institutional policies and codes." The majority of diversity plans address each of these populations.

This report incorporates two major components. Narratives prepared by institutions are contained in Section I of this report. These are presented unedited by Commission staff. Section II contains data analysis prepared by Commission staff, disaggregated by race and ethnicity and gender. This includes institutional and statewide information on student enrollment, retention, and graduation, along with faculty and staff employment, rank, and status.

Section I
Institutional
Narratives

In accordance with the monitoring requirements of §11-406, MHEC required public colleges and universities to submit narratives that included:

- A summary of their plans to improve cultural diversity. This summary was to include an explanation of the institution's cultural diversity plan, details on the evaluation of the plan, and a discussion of both areas of progress and areas in which continued improvement was necessary.
- A description of efforts to increase numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. This section also included information on both campus-wide and program-specific initiatives undertaken to recruit and retain individuals belonging to those groups.
- Information on efforts to create increased cultural awareness and positive interactions among those of different racial and ethnic groups. Included in this section were faculty and staff training programs, curricular initiatives to promote cultural diversity in the classroom, and co-curricular programming for students.

Narratives were prepared by institutions and approved by governing boards prior to their submission to MHEC. Upon their receipt, these were reviewed by Commission staff to ensure that requested elements were included and that they complied with the reporting requirements of §11-406.

As indicated in the narratives contained in this section, specific goals and outcomes of diversity plans vary considerably among the campuses. Most campuses have identified a central division or office responsible for oversight and coordination of the institution's diversity efforts. However, campus initiatives involve a number of departments, such as admissions, student life, and academic divisions. While there are substantial differences in programs, there are also a number of similarities. Major components of plans implemented at most campuses include: faculty and staff programming and professional development; improved recruitment practices for students, faculty, and staff; curricular and co-curricular programming to increase positive interactions between faculty, staff, and students of varying cultures; and adoption of targeted retention and graduation programs.

Among the student population, increasing diversity has proven more challenging on some campuses than others. Particularly among community colleges, which typically draw their students from the surrounding geographical area, a lack of local diversity may cause difficulty in attracting members of underrepresented groups. However, a lack of diversity among the student population is not restricted to community colleges. Maryland's colleges and universities have adopted a variety of strategies to address this issue. Many have created partnerships with organizations in the local community, such as churches or K-12 schools, as both marketing and outreach tools. The extent of engagement with surrounding communities and organizations varies from campus to campus, but activities range from posting in local publications and newsletters to attending and participating in community events. In addition to recruiting within local communities, four-year institutions in particular have increased their outreach and recruitment efforts in geographical areas that may allow them to better attract a diverse population.

Recruiting and retaining a diverse faculty and staff has also posed substantial challenges for both community colleges and four-year colleges and universities. A key component of faculty and staff recruitment and retention efforts at many institutions is membership in the Mid-Atlantic Higher Education Consortium, an organization dedicated to the recruitment and retention of diverse employees. In addition to providing a forum for recruitment of diverse individuals, this organization provides a number of professional development opportunities for institutions addressing best practices for recruitment and retention policies, processes, and programs. Individual colleges and universities have incorporated a number of other strategies in their job searches and training to attempt to address recruitment and retention issues. All have focused on placing job postings in publications and on websites targeting diverse job seekers. Once applications are received, standardized reviews and interview procedures have been implemented to ensure fairness to all applicants. Postsecondary schools have also implemented a variety of programs dedicated to the retention of underrepresented faculty. Many colleges and universities have created mentoring systems for minority faculty to help them acclimate to the institutional culture. In addition, diversity programming has been incorporated into faculty and staff professional development to help foster a culture of inclusiveness and acceptance campus-wide. A wide range of other programs have also been designed to address these issues. Many have developed orientation modules focusing on working with students and colleagues of different cultures. Sensitivity training is incorporated into professional development series for both faculty and staff. Additionally, faculty and staff are, on many campuses, both organizers of and participants in co-curricular diversity events.

Cultural diversity has also been integrated into the curriculum in a variety of ways. As part of core general education requirements, all students are required to take courses related to diversity. While the definition varies from campus to campus, generally these include a choice of courses in subjects such as world cultures, religion, or gender and ethnic studies, adherent with the broad view of diversity defined in *Maryland Ready*. However, the inclusion of diversity in the curriculum is not simply limited to general education requirements. Many colleges and universities have redesigned curricula in a broad array of subjects to include diverse viewpoints. A student's college experience consists of much more than what happens inside the classroom; thus, institutions have developed a number of co-curricular programs to celebrate different cultures. Many of these are student-run and provide students, faculty, and staff a venue to showcase unique aspects of their own traditions. While these programs vary from campus to campus, all have the underlying purpose of exposing students to new and different cultures and increasing their appreciation for diversity.

Allegany College of Maryland

CULTURAL DIVERSITY PLAN

PROGRESS REPORT

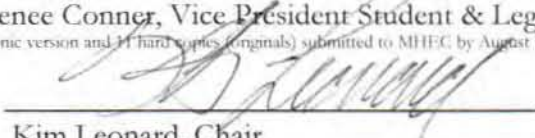
SUMMER 2013

Submitted to the Board of Trustees June 17, 2013

By Dr. B. Renee Conner, Vice President Student & Legal Affairs

(1 electronic version and 11 hard copies originals) submitted to MHEC by August 1st.)

Approved: _____


Kim Leonard, Chair

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** Allegany College of Maryland's Cultural Diversity Plan was created in Spring 2009 and can be viewed in the President's Office or the Student & Legal Affairs Office. The Plan itself includes numerous, informative appendices.*

PURPOSE

Allegany College of Maryland is a Middle States accredited public community college nestled in the Allegheny Mountains of Western Maryland. Its main campus is located within the city of Cumberland, but Allegany College of Maryland is a multi-campus institution of higher education, and has sites in downtown Cumberland (the Gateway Center), Bedford County in Pennsylvania, and Somerset County in Pennsylvania. ACM serves a four-state region including Maryland, Pennsylvania, West Virginia, and Virginia; our students hail from all corners of the United States, and we have a growing cadre of international students. An open enrollment college, Allegany College of Maryland admits anyone* at least sixteen years of age. ACM's educational programs are as diverse as its student population; we offer credit and continuing education programming, including numerous specialized, allied health and technical programs, with transfer options as well as certificates and associate degrees. Our credit program educates more than 4,000 traditional and non-traditional students each year, and our continuing education program educates more than 11,000 local citizens and business partners.

*Exception: our Safety Risk Policy permits the College to deny a person who has a history of dangerous behavior.

MISSION STATEMENT

Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch.

CORE VALUES

Respect	We foster dignity and worth.
Integrity	We promote honesty and trust.
Opportunity	We provide innovative choices.
Wellness	We promote healthy lifestyles.
Quality	We improve through assessment.

PART I

ALLEGANY COLLEGE OF MARYLAND EMBRACES CULTURAL DIVERSITY AMONG ITS STUDENTS, FACULTY, AND STAFF.

(What we do now.)

◆ COMMITMENT TO NON-DISCRIMINATION

Allegany College of Maryland is committed to providing an educational environment free from all forms of discrimination; to communicate that commitment to students, faculty, staff, and members of the public, all College publications include the following statement:

Allegany College of Maryland does not discriminate against students or prospective students for reasons of race, sex, color, religion, national or ethnic origin, age, veterans status, conditions of disability, or sexual orientation in admission, educational programs and activities, scholarship and loan programs, or any terms and conditions of enrollment. The College complies with applicable state and federal laws and regulations prohibiting discrimination.

- FY13 Progress: Our commitment has not changed.

◆ DIVERSITY CENTER

Allegany College of Maryland operates a Diversity Center which is managed by the Director of Student Life in close coordination with Student Government Association and in frequent partnership with various Cumberland Campus student clubs/organizations and academic departments. The Diversity Center is charged with sponsoring programs and providing resources to support and enhance diversity.

- FY13 Progress: The Diversity Center presented, partnered with other College groups, and/or supported an impressive number and type of programs which support the College's commitment to diversity.

Jabali Afrika – Musical group from Kenya, performed original compositions and traditional African rhythms with dancing and choreography, topped off with stunning traditional African tribal costumes.

Alive! Mental Health Fair was an interactive program that educated students, faculty & staff about Suicide prevention held in the Fall. Reese Butler, founder of 1-800-SUICIDE came to campus and presented several interactive events, including art therapy/ graffiti exhibit, create-your-own Post Secret, and a resource fair which included local community organizations/businesses that focus on mental health issues. The event included screenings of “A Reason to Live Documentary” and “Bullied”. Mr. Butler provided a keynote address and hosted a QPR training session. (How to Question, Persuade, and Refer someone suicidal)

Representatives from **Invisible Children** an international awareness and advocacy group devoted entirely to children who have been forced into Uganda warfare by the LRA (Lord's Liberation Army) were on campus to screen their newest film, *MOVE*. (Their first movie, *KONY 2012* was well-received around the world and on the ACM campus last year.)

Veteran's Day Events:

- (a) Honor and Recognition Ceremony
- (b) Phi Beta Lambda students display and invitation to make/ send a card to overseas troops in conjunction with the Military Mail Project.
- (c) Stars with veterans' names hung in College Center windows (sponsored by Student Government Association).

"In The Family" screening – Patrick Wang, writer/director/actor of the film attended the screening and lead a discussion and Q&A following the film about the construction and meaning of families today.

Black History 101 was an event to which Allegany College of Maryland students were transported to nearby Frostburg State University. Presented by FSU's Diversity Center, Black History 101 was a February event hosting Mobile Museum's NECESSARY! Exhibit with guest speaker Professor Griff from the hip hop group Public Enemy. He spoke on Malcolm X's influence on Public Enemy, the significance of being inducted into the Rock n Roll Hall of Fame. The NECESSARY! Exhibit had over 150 rare artifacts that spanned the Black experience with a specific focus on the life and legacy of Malcolm X. Artifacts included in the exhibit were from the eras of slavery, Jim Crow, the Nation of Islam, the Black Power Movement, and hip hop.

Saakumu, a West African musical group from Ghana, performed traditional African songs and dances. "Saakumu" means traditions and, as the name implies, the company derived its repertoire from a variety of both traditional and contemporary cultures with creativity. The program uses varied musical instruments (including a range of drums) as well as ceremonial, recreational, and spiritual genres to provide music that is joyful, expressive, and highly participatory. (The children from Campus Kids Child Care joined the event gleefully.)

Given the success of last year's World AIDS day event, the Diversity Center once again coordinated free **STD/HIV testing** by the Allegany County Health Department. We are also happy to report that a related program occurred on the Pennsylvania campuses when the Pennsylvania STD Program made posters, brochures, and free condoms (male and female) available to students on both Bedford and Somerset campuses.

Staying Alive! was a suicide prevention program facilitated by students in the ACM Human Service program during the Spring semester as a follow-up to the more comprehensive Fall event. This program prompted ACM's Human Service program to subsequently conduct a **Service Learning Fair** thereby was highlighting how our students are involved through their curriculum to make a difference in the community.

The annual **Focus on Women Awards** were incorporated into the all-college **Student Award Ceremony** where numerous other programs and achievements by deserving students are recognized (eg., Service to Children Award (Education), Outstanding Spanish Student Award, Supernova Scholarship (Student Housing), Outstanding Female and Male Student-Athlete Awards). Four women were chosen and recognized this year.

For the third year, Allegany College of Maryland continues to sponsor a local **AA** group which uses the Diversity Center at no charge.

Co-sponsored programs for the College's Democracy Commitment, which included events surrounding the themes, "Engage the Election" and "One Vision, Many Voices". See below for a detailed list of these activities.

◆ **STUDENT AFFAIRS & STUDENT LIFE**

One of six institutional units at Allegany College of Maryland, Student & Legal Affairs is responsible for numerous non-instructional services, many of which are managed by the following departments: Athletics, Campus Kids Child Care, Student Housing, and Student Life. (As noted above, the Diversity Center is part of the Student Life Office.)

- **FY13 Progress:** Athletics was a new addition to Student Affairs in FY13 and is a meaningful, welcome addition to the institutional unit. Other Student Affairs departments promoted and supported diversity as noted below.

STUDENT LIFE:

Allegany College of Maryland, through its Student Government Association, sponsored 29 Student Clubs in FY 13 – including some new or updated groups. SGA approved the **Veteran Support Club**, which is dedicated to providing ongoing support to students who are military veterans. The campus writing club changed its name to

Allegany College of Maryland

the **Ink Well Society** (formerly known as Neo-Beats), and the campus dance team changed its name to **Pure Elegance Dance Team** (formerly known as Essence). Another group of students also began the process to form a new organization, **Culture Club** which aims to educate students in diverse environments so they can feel comfortable in their future jobs and learn to respect different ethnic groups in a fun and relaxed atmosphere. (Once the paperwork is submitted, it will be voted on by SGA in Fall 2013.) In addition to those student organizations, active clubs include Christian Fellowship Club, Choir, Nurse's Christian Fellowship Club, Peace Studies Club, Tutoring Club, Volunteer Club, and 17 academic-related clubs and honor societies. (Two clubs are currently inactive: Heifer International and NAACP Student Club; these groups can regain "active" status by submitting a member update form which demonstrates student interest in participating.)

As part of the Democracy Commitment's Engage the Election series, the Student Life Office conducted **voter registration drives** and registered 70 new student voters as part of this series.

Students are not mandated by college policy to obtain a **Photo ID**, but they are strongly encouraged – with many campus services requiring them. When having their picture taken, students are generally not permitted to wear hats, caps, scarves, sunglasses, or other ornamentation which obscures their appearance; however, students for whom their religion requires an article of clothing (eg., head scarf or yarmulke) are excepted from this rule.

In a collaboration between the Chief Student Affairs Officers and Student Life Director's, these statewide affinity groups began working on a new conference tentatively planned for FY14. "**Supporting Completion and Goal Attainment of Men of Color Conference**" has three purposes: (1) to further the understanding of the college student experience of men of color, (2) to share best practices related to improving that experience and success inside and outside the classroom, and (3) to provide an opportunity for male students of color to interact with and build a network of support.

STUDENT HOUSING:

Allegany College of Maryland offers on-campus, garden style apartments for 236 full time credit students of all *socio-economic classes* (largely low income and first-generation college students), *races/ethnicities* (50+% black/African-American, several international students, and several for whom English is not their primary language), *geographic roots* (mix of students from Maryland's metropolitan region and rural, multi-state locations), and *college-preparativeness* (a significant number of residents take at least one developmental course and numerous residents are enrolled in highly competitive/demanding allied health programs).

Age is one of the least [obviously] diverse demographic, with a super-majority of residents being aged 18-21, several residents in their mid-twenties, and – for the first time – a fifty-four year old resident who will be returning in FY14. For legal reasons, Willowbrook Woods does not admit minors unless certain exception criteria are met, and both the student and the parent(s)/legal guardian(s) sign a waiver. Since Housing Staff has never surveyed residents about religious beliefs or sexual orientation (and does not elicit that information on the housing application), that demographic is unknown; however, each year local church buses transport groups of residents to their Sunday services, and many residents are openly gay. Furthermore, while candles (and other flame-producing items) are banned from Willowbrook Woods, students whose religious beliefs require the use of candles for observances are permitted (with advance, written notice) to use candles for that singular purpose.

Willowbrook Woods was again full this year and, in fact, received 437 new applications in addition to the 142 FY12 residents who were eligible to return. The **application packet** includes two pages of questions and short essays; since Residence Life values a highly diverse living/learning community, the questions are partly designed to both inform interested prospective students about the community and to identify any particular preparation/education needs of the new residents.

15. Have you ever been friends with someone from a different race? Yes ✨ No
16. Have you ever been friends with someone from a different country? Yes ✨ No
17. Have you ever been friends with someone who spoke a different language? Yes ✨ No
18. Have you ever been friends with someone who had a disability? Yes ✨ No
19. Have you ever been friends with someone from a different religion? Yes ✨ No
20. Have you ever been friends with someone from a different culture or lifestyle? Yes ✨ No
21. Could you be friends with someone from a "rival" town or school? Yes ✨ No
22. Are you interested in getting to know people who are different from you? Yes ✨ No
23. Is there any group or type of person with whom you are unable/unwilling to be friends? Yes ✨ No / Explain

To ensure absolute fairness in the selection of residents, demographic data (except for age and gender) is not collected on the applications, and roommate assignments (4 students per apartment) are made based solely upon information from the **Roommate Matching Form**. That document specifies the student's known (or anticipated) program/ major and elicits particulars of compatibility such as interests, socializing tendencies, study habits, noise, cleanliness, and smoking* since those are the issues which are the most frequent sources of roommate conflict. Any applicant who demonstrates an unwillingness to cohabit with someone from a different race, religion, culture, or other demographic for which discrimination is not permitted may be referred to off-campus housing.

*Smoking has never been permitted inside apartments.

STUDENT & LEGAL AFFAIRS

Any student who engages in harassment, abuse, or bullying of any person or group (including any such action rooted in discrimination/bias) is referred for disciplinary action under the **Code of Student Conduct**. Any crimes which accompany the misconduct are reported on the College's annual Clery Crime Report. Any person who is not a student or employee who engages in disruptive or conduct deemed dangerous to ACM students, employees, or other visitors may be banned from campus under the **Safety Risk Policy** (adopted in 2005). Noted this year as a growing concern at ACM, more students who move to Allegany County specifically to attend ACM live **off-campus** – likely because they were unsuccessful in acquiring a housing contract for Willowbrook Woods due to the demand; these students have needs and challenges unique to their circumstances – including ongoing transportation needs, financial struggles, acclimation to the campus culture/engagement, and disturbances in the larger community. If this trend continues, it will be important for the College to develop a means to disseminate information about valuable campus and community resources to them.

As part of the pilot model for enhanced governance at ACM, each institutional unit created an Advisory Policy Team, and one of the goals for each APT is to create or revise policies as needed. The college's **smoking policy** was referred to the Student & Legal Affairs APT (as well as the Finance/HR APT) for comprehensive revision in order to explicitly ban smoking and the use of any tobacco (or tobacco substitute products) from all campus property. The APTs worked collaboratively on this project during the academic year, and the revised policy was approved by multiple groups within the governance process – awaiting final approval by the Board of Trustees. The policy will be effective July 1, 2013 – making Allegany College of Maryland a 100% smoke-free campus.

Allegany College of Maryland continues to offer free **counseling** services to students (and employees) for whatever issue(s) need guidance, information, or support. During FY13 (through April – the last billing cycle), 21 students received a total of 52 hours' counseling. Other **services** offered and/or available to students in the Office of Student & Legal Affairs are conflict mediation, off-campus housing resources (including roommate agreements), medical resources/referrals, community mental health resources (outside the paid student counseling program), Emergency Assistance Program (student food bank), First Amendment Activities/Events, FOIA request management, student services appeals (via committee facilitated by this office).

◆ INSTRUCTION + FACULTY/ CLASSROOM SUPPORT

- FY13 Progress: See the specific headings below.

DEMOCRACY COMMITMENT:

In Fall 2011, Allegany College of Maryland joined a nationwide collaboration to promote and enhance civic engagement by community college students. College President Dr. Cynthia Bambara traveled to New York City to sign the commitment. A campus planning group offered co-curricular presentations which allowed the team to internally spend time increasing their knowledge of important concepts and models. ACM has gained local and national recognition for the activities and our presentations were mentioned as example programs at the national conference. Democracy Commitment activities continued with great vigor throughout the FY13 year.

Fall 2012 events “Engage the Election 2012”:

- Democracy Wall
- Decision 2012 – Syrus from MTV’s Real World spoke to students about the importance of voting. Voter registration drive followed the event.
- The Price of Democracy – Bartlett Naylor spoke about the connection between industry dollars and legislation that led to the financial crash of 2009.
- “MOVE” – the latest documentary by Invisible Children with updates about the crisis in Central Africa.
- Presidential Debates Watch – held 3 viewings of the Presidential debates and discussed them afterward.

Spring 2013 events “One Vision Many Voices” (Environmental Theme):

- Green Fire, Aldo Leopold and a Land Ethic for Our Time – full-length documentary about Environmentalist Aldo Leopold.
- HOME – film about the Earth and the impact we have on it via aerial-only footage.
- “Dirt!, The Movie” – film about history and current state of dirt.
- Getting to the Point; 5 issues, 5 films – Food, Water, Energy, the Economy, the Environment, each film discussed the biggest concerns we face today and what, if anything, we can do about them.

CAMPUS CONVERSATIONS

New to Allegany College of Maryland as part of an initiative to promote engagement by faculty, staff, and students, a committed group of faculty announced Campus Conversations, a program series of dedicated topics of interest across all campuses. The first Campus Conversation focused on **Internet Security**.

GENERAL EDUCATION

After much research and work by a group of dedicated faculty, the College revised its General Education Goals this year. One of particular note is **Personal and Civic Responsibility**: “Explore and develop understanding for oneself and others, the community, and other cultures, and engage with issues of local, national and global significance.” This goal is the Gen Ed Committee’s restatement of one developed by the Lumina Foundation in the Degree Qualifications Profile. Although the word diversity is not used in the goal or its objective, exploring and developing an understanding of other cultures is definitely part of diversity studies. The College anticipated assessing how well this new goal is being met during the summer of 2014.

ACADEMIC SUPPORT

Allegany College of Maryland continues offering a wide range of academic support services such as placement testing, transfer advising, career advising, and tutoring at the **Student Success Center** which also coordinates student volunteer activities via the **Volunteer Center** whose mission is to provide students, faculty, and staff with the opportunity to engage in rich and challenging learning opportunities by serving diverse populations, developing leadership skills, and enhancing community lives through service-learning. Additionally, by volunteering few hours a year, a few times a semester, or several hours a week, students have the chance to gain valuable work experience, connect with potential employers, and explore career interests.

Complete assessment of the **new** (in late FY12) academic support offered in the **Academic Reading Center**, **Writing Center**, and **Math Lab** will be conducted during summer 2013; anecdotal reports from a wide cross-section of the campus (particularly student self-reports) suggest these centers are helping large numbers of students to be more successful – particularly in their developmental courses.

Allegany College of Maryland applied for a Title III grant in May 2013; entitled “**Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion**”, this grant will fund a comprehensive academic advising center with related locations on each of the Pennsylvania campuses and pursue a college-wide culture of advising. If funded, the grant will go into effect soon after the start of the Fall 2013 semester.

◆ **DISABILITIES SERVICES**

➤ FY13 Progress:

The College served 137 students with documented disabilities during the fall 2012 semester and 127 during the spring 2013 semester. Many of the students presented with disabilities in more than one category, including hard of hearing or deaf (10), low vision (6), mobility/orthopedic disability (12), chronic medical disability (16), traumatic brain injury (7), speech/language disability (6), autism spectrum disorders (7), and borderline intellectual functioning (10). By far the most common types included attention deficit/hyperactivity disorder (57), specific learning disabilities (43), and psychological disabilities (43). Fourteen students were eligible to receive a disability-based tuition waiver due to receiving Social Security disability benefits. The Americans with Disabilities Act Compliance Committee has been working to ensure access to equivalent educational opportunities for all students.

◆ **COMMUNITY PARTNERSHIPS**

➤ FY13 Progress:

Allegany College of Maryland’s **Continuing Education** scheduled regular monthly **e-marketing** with Cultural, Professional and Workforce Development collaborating to effectively reach e-mail recipients. Mass emails are sent once a month. Other emails to interest specific lists (Culture Coach, Real Estate Appraisal, Recreational Culinary etc.) are sent as the need arises.

The **Transition Program** partnership with ACPS provides students with mild to severe cognitive disabilities the opportunity to continue their educational experiences in age appropriate community settings. CE continued to provide facilities for a “home base” for the program. Professional Development also coordinated efforts for curriculum and peer interaction with students from various credit programs. A pilot project was executed during FY’13 for four transition students to audit a spring credit course accompanied by an adult or student mentor. The courses included baking, web design, music, and art.

◆ **EMPLOYEE RECRUITING PRACTICES:**

➤ FY13 Progress:

The President and Vice President of Finance continue implementing the five year salary plan adopted last year.

PART II

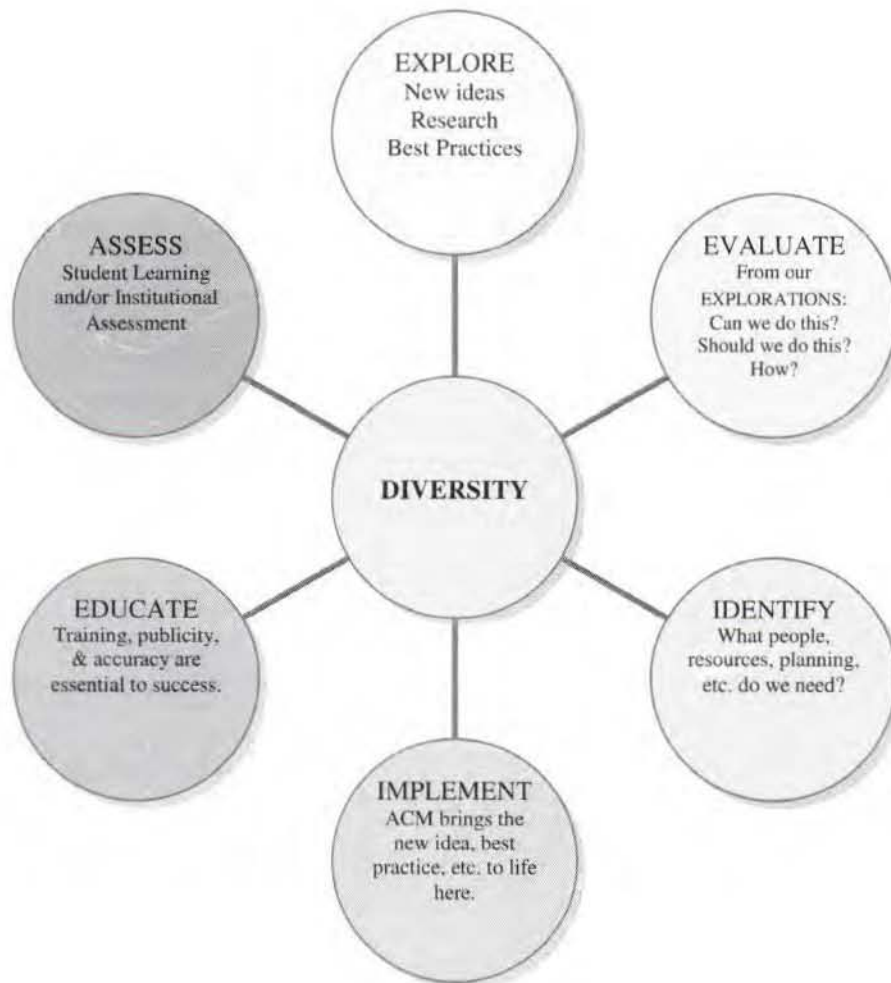
ALLEGANY COLLEGE OF MARYLAND HAS A RESPONSIBILITY TO ENHANCE CULTURAL DIVERSITY.

(How we plan to improve.)

◆ EXTENDING OUR REACH

➤ FY13 Progress:

Allegany College of Maryland's **protocol** uses the "Diversity Wheel" below to advance our commitment to enhance diversity functions as a routine reminder of including diversity concerns in decision-making. Goals should be established each academic year consistent with this commitment.



➤ **Goals for FY13:**

- 1.) Re-vision and update the Diversity Center to increase student involvement.
 - ✓ This goal was achieved with the many events and programs offered in FY13 as well as a modest “facelift” of the Center itself – at no cost thanks to the imagination and frugality of the Student Life Director. The final step of the “facelift” is new tables and chairs which will be pursued in FY14.
- 2.) Support the renewal of formerly popular and active student clubs which have lost momentum and become inactive (ie., Essence Dance Team and NAACP student chapter).
 - ✓ This goal was 50% achieved when the student dance team was revived under a new name: Pure Elegance Dance Team with a new advisor; however, despite the encouragement and efforts of ACM’s Student Life Director, the NAACP club remained inactive this year.
- 3.) Include the minority achievement gap as a consideration for action by the Completion Agenda Task Force.
 - ✓ This goal has been deferred given the development of a statewide conference in FY14 which should yield important information, (ie., Chief Student Affairs Officers and Student Life Director’s “**Supporting Completion and Goal Attainment of Men of Color Conference**”). Also, the Completion Agenda Task Force has been transformed into a standing committee at ACM and focused its efforts this year on concluding its work on its examination of completion using the framework recommended by the CCCSE’s “A Matter of Degrees” – namely via three phases of completion: planning for success, initiating success, sustaining success.
- 4.) Solicit updates for the FY13 Progress Report during the spring (rather than summer) to maximize campus-wide input.
 - ✓ This goal showed improvement but not completion when updates were solicited a month early (ie., late May); more improvement next year would mean soliciting updates in April.

➤ **Potential Goals for FY14:**

- 1.) Participate in the development and implementation of the Supporting Completion and Goal Attainment of Men of Color Conference as well as other training opportunities related to the enhancement of and education about diversity at ACM.
- 2.) Gather information directly from students about their awareness, concerns, and desires related to diversity.
- 3.) Develop a means of communicating important information directly with students who live off-campus but are not Allegany County natives.
- 4.) Solicit updates for the FY14 Progress Report in April to maximize campus-wide input.

PART III

ALLEGANY COLLEGE OF MARYLAND HAS A PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

- FY13 Progress: No change (none needed). Allegany College of Maryland collects data annually from the following reporting sources:
- Campus Security
 - Cumberland City Police
 - Pennsylvania State Police (Bedford County)
 - Pennsylvania State Police (Somerset County)
 - Student & Legal Affairs (Cumberland campus)
 - Student Services Director (Bedford campus)
 - Student Services Director (Somerset campus)

The hate crimes data which must be collected includes murder/ non-negligent manslaughter, negligent manslaughter, sex offenses (forcible), sex offenses (non-forcible), robbery, aggravated assault, motor vehicle theft, arson, any crime involving bodily injury, larceny/ theft, simple assault, intimidation, and vandalism/ destruction of property. The reports must specify the whether the hate crime targeted by race, religion, sexual orientation, gender, disability, or ethnicity/ national origin as well as the location of the crime (ie., on campus, student housing, non-campus, or [adjacent] public property). It is important to note that any ACM employee to whom any crime is reported or by whom any crime is witnessed is required to report the crime to one (or more) of the authorities listed above; certain ACM employees (known as "mandated reporters"*) have a greater responsibility to report crimes.

*Any individual with significant responsibility for student/ campus activities to report criminal activity. Essentially, if you have frequent contact with students *outside* the classroom or your regular job duties, you are considered a reporter. If you are a club/ organization adviser, you are considered a reporter. If you are involved in athletics, you are a reporter.

This data is compiled and submitted electronically to the U.S. Department of Education by mid-October.

PART IV

WHAT RESOURCES DOES ALLEGANY COLLEGE OF MARYLAND NEED TO EFFECTIVELY RECRUIT AND RETAIN A CULTURALLY DIVERSE STUDENT BODY?

(How will we make identified improvements?)

◆ PERSONNEL

- FY14 Needs: Recruited advisor to promote interest in an NAACP chapter.

◆ FUNDING

- FY14 Needs: If ACM is awarded the Title III grant, the Office of Student & Legal Affairs will necessarily be relocated to an unidentified space on campus; this change presents an opportunity to create a "one stop shop" for the many interrelated services offered within the institutional unit which would mean possibly relocating the Student Life and Student Housing offices. Such a move will require considerable funding by the college to construct at least 4 offices, and the [possible] accompanying relocation of the Diversity Center. As noted above, monies to purchase new tables and chairs will be requested via the College's internal process.

◆ TIME

- FY14 Needs: If the above-referenced relocations occur, considerable time will be consumed with their planning and implementation. Additionally, there has been anecdotal evidence shared during FY13 (particularly via 2 employee surveys) that faculty and staff members are struggling to complete their routine work in light of several "major" campus initiatives and the upcoming accreditation self-study; an unintended consequence of the time limitations is that fewer employees are available to attend and participate in diversity offerings.

◆ SPACE

- FY14 Needs: In addition to the relocation needs described above, ACM has an ongoing need for a casual gathering place for students to socialize (Cumberland). Ideally, both needs could be combined with one solution, but space and budgetary limitations will likely require managing these needs separately.

◆ PROGRAMMING

- FY14 Needs: Enhanced student input for programs/events they want as well as an effective means of communicating scheduled programs/events so attendance increases.

◆ TRAINING

- FY14 Needs: National speaker for student, faculty, and staff workshops. Attendance should be encouraged by providing course credit and CEUs (professional development).



INSTITUTIONAL CULTURAL DIVERSITY REPORT

2012/2013

President's Message

At Baltimore City Community College, we believe in the power of diversity because each member of our College community brings a unique background and life experience that add tremendous value. Having a diverse community not only establishes us as a microcosm of the larger world around us, but ensures we don't limit the voices and ideas to just a few at the table as leaders working to bring about educational equity and opportunity. In our institutional core values, we define diversity as recognizing, accepting, appreciating and supporting individual differences.

As our world becomes more global, the need for diversity grows in importance. No longer are the boundaries to our thoughts, ideas, customs, successes and challenges limited to the confines of these United States of America. We are forever inextricably tied to the fate of others far from our shores. Therefore, we must emphasize the importance of diversity in all corners of the College: in the classrooms, in the workplace, in our common social settings, on the fields of athletic competition, in the boardrooms.

This Cultural Diversity Plan represents our continuing efforts to build a community that is open, welcoming, inclusive, tolerant and supportive for all who come to learn and work. It is the commitment and responsibility of all sectors of our college community that we carry out the goals of this Plan.

Carolyn H. Anderson, Ed.D.

Interim President

Institutional Cultural Diversity Plan

Introduction

State law charges every higher education institution in Maryland with the responsibility for developing a plan for promoting cultural diversity on our campuses. In 2008, the Maryland General Assembly added their voice to the call regarding the need for diversity by the enactment of legislation requiring cultural diversity plans. Before enacting Education Article, § 11-406, higher education institutions were not statutorily obligated to develop or maintain a diversity plan.

Maryland lawmakers feel that the time is right for every higher education institution to promote campuses as being diverse places. As the Supreme court points out in its 2003 *Grutter* decision:

[E]ducation is the very foundation of good citizenship...[and, as a result,] the diffusion of knowledge and opportunity through public institutions of higher education must be accessible to all individuals regardless of race or ethnicity...Effective participation by members of all racial and ethnic groups in the civic life of our Nation is essential if one Nation, indivisible, is to be realized.

Grutter v. Bollinger, 539 U.S. 306, 331-32 (2003) (internal citations omitted).

The legislation defines “cultural diversity” to mean “the inclusion of those racial and ethnic groups and individuals that are or have been under-represented in higher education.” However, the Maryland Attorney General in *Strengthening Diversity on Maryland Colleges and Universities: A Legal Roadmap* asserts, “In order to be consistent with the *Grutter* principles, campus diversity plans should embrace an expansive definition that is consistent with the institution’s educational mission, the kinds of student backgrounds and experiences that would enhance the achievement of that mission, and the means the institution determines are appropriate to achieve its goal.”

Cultural Diversity Plans Required by Maryland Law

The law requires that the cultural diversity plans must include an implementation strategy and timeline for meeting the goals within the plan. Additionally, the law requires that the following elements be included:

- A description of the way the institution addresses cultural diversity among its students, faculty and staff populations;
- A description of how the institution plans to enhance cultural diversity, if improvement is needed;
- A process for reporting campus-based hate crimes;
- A summary of resources needed to effectively recruit and retain a culturally diverse student body; and
- The enhancement of cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution.

Each year by May 1, each public institution must submit the plan to its governing board for its review. From that point forward, the governing board must submit a progress report on

the institution's implementation of the plan to the Maryland Higher Education Commission (MHEC) by August 1.

MHEC will review the progress report and monitor compliance with the diversity goals and the State Plan for Higher Education.

BCCC's Vision, Mission and Values

Vision

Baltimore City Community College strives to be the leader in providing quality education that responds to and meets the needs of a diverse population of learners, adding value to lives and the community.

Mission

Baltimore City Community College (BCCC) provides outstanding educational, cultural, and social experiences to the residents of Baltimore City, the state of Maryland, and surrounding areas. The College's accessible, affordable, comprehensive programs include college transfer and career preparation, technical training, and life skills training. The College provides a variety of student services that meet and support the learning needs of an increasingly diverse student population. BCCC is a dynamic higher education institution that is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large.

Core Values

BCCC's core values shape its day-to-day actions and identity. We hold ourselves accountable and responsible for adhering to these basic tenets as we seek to fulfill our vision and mission. In this spirit, BCCC commits itself to shared community imperatives:

Integrity

- unwavering adherence to a strict moral or ethical code;

Respect

- Showing genuine concern and regard for the dignity of others;

Diversity

- Recognizing, accepting, appreciating and supporting individual differences;

Quality

- Exhibiting excellence;

Learning

- Gaining knowledge, skills and understanding that are useful to the individual and college community by promoting intellectual curiosity;

Leadership

- Empowering, nurturing and inspiring individuals to be leaders in their own sphere.

Summary of Institutional Plan

Progress on Institutional Goals

- 1. Develop strategies for recruitment of Latino/Hispanics and White residents in Baltimore City and the surrounding areas where under-represented groups within the campus community live and endeavor to increase their enrollment by ten percent by August 1, 2010.**

Cost cutting at the College due to reduced budgets and loss of PIN positions has prohibited the full implementation of the action plan previously developed to accomplish this goal. However, a recently developed Recruitment Plan stipulates that one or two Spanish-speaking recruiters will be hired on a contractual basis for the fall 2013 recruitment season.

- 2. Establish an interdisciplinary team which will include members of the institution's top administrative levels who will evaluate at regular intervals the data, programs and services to assess institutional progress towards creating a diverse campus community.**

Due to personnel changes, the membership of the BCCC Cultural Diversity Team has changed accordingly.

Update on Goal #2

BCCC CULTURAL DIVERSITY TEAM	
1. Ronald H. Smith, co-chair	Vice President of Student Affairs - Interim
2. Dr. Peggy Bradford, co-chair	Vice President of Academic Affairs
3. Sheryl Nelson	Executive Director of Human resources
4. Patrick Onley	Vice President of Institutional Advancement and Research - Interim
5. Gregory Mason	Vice President of Business and Continuing Education - Interim
6. Susan Niehoff	Vice President of Business and Finance
7. Dr. Bob Iweha	Dean of Business, Science, Technology, Engineering and Mathematics
8. Dr. Dennis Weeks	Dean of Arts and Social Sciences
9. Robin Scott	Dean of Enrollment Management

10. Nicole Cameron -Becketts	Dean of Student Development - Interim
11. Antonio Herrera	Chief Information Officer
12. Charlene Gray	AFSCME Local Representative at BCCC
13. Solomon Williams	President of the Student Governance Board
14. William Hug	Coordinator of Recruitment and Admissions of International Students

3. Add a course on cultural diversity to the menu of professional development offerings available for BCCC faculty and staff.

The Office of Professional Development made available to all faculty, staff and administrators via Skillsoft (online training portal) Diversity on the job: The Importance of Diversity and the Changing Workplace. This is a one-hour training session that discusses the barriers and challenges that must be overcome in order to create a diversified working environment.

4. Conduct a cultural diversity audit at the College and identify where efforts need to focus and work that needs be done to improve the quality of the college community.

The Office of Professional Development is also offering two 2-hour workshops focused on diversity and looking for practices to create an inclusive organization—one that makes absolute use of the contributions of all employees. This best practice generates increased productivity.

Recent discussions have identified an area where improvements are needed to continue to make BCCC a more open, receptive and inclusive environment. The LGBT community is of particular concern. This does not mean that there aren't other subsections of the larger community that may require attention. The Cultural Diversity Team will engage the college community over the course of the coming academic year to address this issue and others.

Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Students

Gaining inroads into the Latino community takes time and effort. Some of the recruitment and friendraising efforts that we were engaged in this past academic year include the following:

- A representative from BCCC's Recruitment, Admissions & Registration collaborated with a representative from Business and Continuing Education to attend *Baltimore Immigrant Rights Day*, a resource fair and immigration information event hosted by Casa de Maryland on January 12, 2013 in the Highlandtown community. Over 300 community members and organizations were in attendance. BCCC representatives distributed information on GED, ESL, and credit classes, as well as participated actively in workshops where participants

learned about how to use the Dream Act to attend college and how to plan for college in general.

- Representatives from BCED and Recruitment, Admissions & Registration staffed an information table at the annual LatinoFest in the Highlandtown community. At least two representatives were devoted to the entire festival and collected dozens of interest cards and distributed information about ESL, GED, credit programs, financial aid, and the Dream Act.
- Recruitment, Admissions & Registration prepared an application for students who can apply for in-state tuition under the recently-enacted Maryland Dream Act. The application and accompanying information on the BCCC website was reportedly the first available for any community college in the State.
- English Language Services partnered with Recruitment, Admissions, & Registration to make presentations about credit and ESL services to high school students in the Baltimore City Public School System, where these targeted high schools offer ESL classes.
- The College undertook a marketing campaign to recruit reverse-transfer students at local colleges and universities, to encourage those students to enroll for summer 2013 classes. This campaign naturally reached a wider demographic, as the institutions targeted included one or two others with a higher proportion of white, Asian and Latino students as compared to the traditional demographic of BCCC.

Below are data that report the racial and ethnic distribution of the BCCC student population for the last two academic years.

Student racial/ethnic distribution	Fall 2011
a. African American	75.5%
b. Asian, Pacific Islander	1.5%
c. Hispanic	1.2%
d. American Indian/Alaskan	0.1%
e. Native Hawaiian/Pacific Islander	0.2%
f. White	8.3%
g. Multi-Race	0.6%
h. Foreign/Non-Resident Alien	10.6%
i. Unknown	1.9%

Student racial/ethnic distribution	Fall 2012
African American	74.7%
Asian, Pacific Islander	1.9%
Hispanic	1.5%
American Indian/Alaskan	0.1%
Native Hawaiian/Pacific Islander	0.2%
White	8.2%
Multi-Race	0.8%
Foreign/Non-Resident Alien	11.2%

Unknown	1.4%
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When compared to last year's data, we see an 0.7% increase in the number of non-African American students who enrolled at BCCC by fall 2012.

Faculty

Minorities constitute 63% of full-time faculty, 71% of full-time administrators, and 67% of other full-time professional staff. The College advertises via many venues to recruit a diverse candidate pool for hiring, including the *Chronicle of Higher Education*, *Monster.com*, *Hispanic Outlook*, *Women's Chamber of Commerce*, *Diverse Issues in Higher Education*, *Highered.com*, *Hispanic Chamber of Commerce*, and the *BCCC website*. The Human Resources Office also participates in job fairs held in Baltimore City in order to promote recruitment of minorities for job openings.

Faculty and Staff Diversity	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Percent minorities of full-time faculty	62%	61%	59%	59%	63%
Percent minorities of full-time administrators	72%	73%	73%	78%	71%
Percent minorities of full-time administrative and professional staff	69%	72%	71%	70%	67%

Note: As per State and federal guidelines, categories of staff have been changed beginning with fall 2012.

Efforts Designed to Create Positive Interactions and Cultural Awareness on Campus

International Students Club

- International Thanksgiving Feast was held again this year. The Feast features home-cooked food from around the world. Meals are provided to the general college community and donations are collected to support the International Student Scholarship Fund. This is just the second year that funds have been raised for scholarships.
- BCCC international students attended the International Student Leadership Conference, held annually in Harrisonburg, VA. The conference is hosted by James Madison University, Eastern Mennonite University, and Blue Ridge Community College. The conference focuses on leadership development and diversity. Over 100 countries were represented by students from colleges and universities across the United States.
- Again, the College celebrated International Day. This is a college-wide effort spearheaded by the International Club in collaboration with the Office of Student Life. This year the campus celebrated food, culture and other aspects of life in Italy.

Human Resources

In November 2012, the Office of Professional Development collaborated with the Academic Affairs division of the college to sponsor an exhibit, "Race – Are We So Different?" at the Maryland Science Center.

Academic Affairs

- Professor Jà Hon Vance, English Department, hosted the "Real Men Stand" Lecture Series during Black History month in February and a Celebration of Women in March. Also, Professor Vance, in collaboration with Melvin Brooks, Associate Dean of English, History, Visual and Performing Arts, in collaboration with the Student Affairs Division, hosted the Fourth Annual **QUEST** Conference on African American Males with approximately 135 participants from around the country.
- Professor Zak Kondo, History Department, conducted a speakers' series in which he presented, throughout Black History Month. He also presented an intriguing discussion on Black Women and Feminism during Women's History Month.
- Dr. Rebecca Johns-Hackett, History Department, is working with the Maryland Eastern Shore community as well as with BCCC students to facilitate the production of authentic historical experiences that shed light on Black history in this region.
- Professor Sheila Levings, BSN, Allied Health and Nursing Department, presented a series of workshops entitled "Time Management" and "Stress Management" to a group of 70 first year nursing students. The topics dealt specifically with the challenges facing the diverse non-traditional student population.
- Professor Darlene Godwin, Education, Social and Behavioral Sciences department, spoke to a group of 12 nursing faculty on the subject "Teaching Strategies for the Diverse Student Population." In her discussion, she presented practical techniques that faculty could implement to teach students with diverse backgrounds and learning styles.
- On March 1, 2013, Dr. Robert Weiler, Dean School of Engineering and Computer Capitol College, conducted a workshop for the Mathematics and Engineering students. The aim of the workshop was to strengthen the academic and cultural relationship between BCCC and Capitol College.
- On May 8, 2013, Evelyn Granville, the second African American to receive a PhD. in mathematics, gave a presentation on what it is like attending school in a completely white institution while competing to earn the highest degree in one of the most challenging fields.
- A science fair was conducted by the Natural and Physical sciences department to emphasize the contribution of black scientists to science disciplines.
- The Apparel and Fashion Design program produced their annual fashion show which displayed the rich culture in design of African, Asian and South American fabrics at its show on May 5, 2013.
- Professor Solomon Omo-Osagie, II, Political Sciences, gave a lecture to 53 attendees on his research, "An Economic Perspective: African Americans on Maryland's Eastern Shore."

- Two of the original Tuskegee Airman, Dr. Cyril Byron, Sr. and Mr. Lemuel Lewie, spoke to 168 individuals about the challenges they faced and overcame as enlisted servicemen during a segregated military in America.
- Mr. David “Sonny” Lacks spoke to 227 audience members on “The Immortal Life of Henrietta Lacks” whose cells were taken from her body without her knowledge and used for research.

Granville T. Woods Scholars Program

- The Granville T. Woods Scholars (GTW) traveled to Santa Ana, Costa Rica, for a study abroad experience during the summer session. The GTW scholars are studying Spanish in an intensive immersion program. The results reported by students were overwhelmingly positive. They were provided an opportunity to experience another culture from a lived perspective. The learning occurred both inside and outside the classroom. They went on excursions and saw first-hand, historical monuments, works of art and experienced the academic system of another culture/country. Study abroad allows educational growth exponentially faster than the stay at home experience. Students live and learn in the host culture 24/7. Their experience will also translate into tangible benefits later in life.

Office of Student Affairs

- April 25, 2013, the Office of the Vice President for Student Affairs joined with The Offices of Student Life, Human Resources and the Anthropology, Sociology and History Clubs to deliver the 3rd Annual Civility, Sensitivity and Diversity Conference- “Faces of America: Talkin’ ‘bout My Generation.”

Other Initiatives that are Central to the Cultural Diversity Plan

The Business and Continuing Education Division (BCED) contributes to institutional diversity, as demonstrated in its course offerings and student population. More specifically, BCED offers distinct programming to include English as a Second Language (ESL), Community ESL, and English Language Instruction (ELI) programming. The ESL program is designed to offer a variety of English language learning curricula to meet diverse language needs. BCED solicits students from various backgrounds, immigrants, refugees, those seeking political asylum, and other foreign students. BCED enrolls over 2,500 ESL students annually in day, evening, and weekend courses. Furthermore, BCED offers workplace general language development and customized workplace ESL training. The programming offered at BCED includes a number of other features that support our diversity efforts, including the following:

- Citizenship Preparation is a language and civics program accessible in Baltimore and adjacent counties. The ESL program classes are either free or tuition-based.
- Workplace ESL meets the employment language needs of refugees with limited English proficiency. BCCC contracts with employers to provide on-site language and cultural training via a workplace specific curriculum.

- The Refugee Program offers free English language training for persons 16 years of age or older that have refugee or political asylum status. In addition, it provides acculturation and intensive employment preparation seminars to new arrivals.
- The Refugee Youth Project (RYP) helps refugee children develop the knowledge and skills required for academic success and positive acculturation. Offered in conjunction with the Baltimore City Public Schools, the program meets year-round after school, in the summer, and on weekends. Incorporating arts enrichment with education, RYP counts among its partners, the Walters Art Museum.
- Refugee Employment Training helps refugee learners upgrade or develop new job skills for better employment opportunities and career advancement. Occupational skills training is supported by English for Special Purposes instruction.
- Citizenship Preparation offers free English and Citizenship classes for immigrants and refugees seeking citizenship. Instruction prepares beginning and intermediate students for the United States Customs and Immigration Services (USCIS) naturalization interview, dictation, and written exam.
- With the support of the Department of Labor, Licensing, and Regulation (DLLR) Adult Basic Education Grant, BCED currently employs two Student Transition Support Specialists, one each in the Adult Basic Education (GED preparation) and in the English as a Second Language area. These positions serve to assist students in transitioning to other credit and non-credit courses and certificate programs. These specialists hold quarterly career fairs to assist our immigrant, refugee, and basic education students in pursuing educational and career opportunities.
- In March 2012, two ESL program managers, the ESL Instructional Specialist, and several ESL Adjunct Faculty members attended the International TESOL conference in Philadelphia, PA, to research best practices in ESL Instruction and to network with other programs around the country. Upon their return, a TESOL Instructor Share event was held to ensure that all instructors in our ESL programs are meeting the needs of the English Language Learners taking advantage of the best practices in the industry.
- The Community ESL Program nominated the Education-Based Latino Outreach (EBLO) organization for the MAACCE Partner of the Year award. At the 2013 MAACCE conference, EBLO will officially receive this award. It acknowledges the work that EBLO does in promoting the ESL programs at BCCC, as well as providing classroom space and instructional support at their facility in East Baltimore, MD.



CARROLL

COMMUNITY COLLEGE

Diversity/World View Annual Report

September 2013

Carroll Community College

1601 Washington Rd

Westminster, MD 21157

Carroll Community College

Diversity/World View Annual Report

2013

Introduction

Since inception, Carroll Community College has endeavored to maintain practices and activities designed to foster awareness and increase competence related to issues of equity, diversity and multicultural and global awareness for students and staff. Several years ago a committee was established to lead and carry out related activities. While past activities have been effective in raising awareness and competence, the college recognized the need to create a more comprehensive plan to develop, assess and improve upon our desired goals. This plan outlines goals and initiatives in the following areas: Curriculum, Learning Environment, Student Achievement, Employee Development, and Code of Integrity. These efforts will assure that students and staff are equipped to interact, work and succeed in the Twenty-First Century and that the college's student body and staffing reflect the racial and cultural diversity of the community in which we live.

Existing Institutional Goals Relating to Diversity/Global View

The following items represent major direction-setting goals and other planning/curricular statements established to promote values of diversity and global view among students and staff.

- **Mission based Institutional Goal 7:** Embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship.
- **General Education Competencies Statements**

General Education Mission: The General Education Program at Carroll Community College introduces students to the fundamental knowledge, skills, and values essential to the further exploration of academic disciplines; encourages intellectual curiosity and the pursuit of life-long learning; and fosters personal and social responsibility in a diverse, complex, and changing world.

Gen. Ed. Competency 6: Global Awareness

Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment.

Toward attaining this goal, students will:

- *Analyze and evaluate the significance of cultures and societies from a variety of perspectives*

- *Explain the impact of economic, political, and technological changes on diverse cultures*
- *Examine the interdependence of humanity*
- *Appreciate the commonalities and the differences among world cultures*

General Education Competency 7: Personal Development and Social Responsibility

Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community.

Toward attaining this goal, students will:

- *Develop a framework for ethical decision making and personal responsibility*
- *Examine how personal behaviors affect self and others*
- *Collaborate with others to achieve a common goal*
- *Participate in and reflect on personal learning experiences*

Existing Diversity Monitoring Processes

The college monitored racial and ethnic diversity of students and employees, and student academic progress by racial/ethnic groups, through the following periodic reports:

- Annual Performance Accountability Report to the Maryland Higher Education Commission
- Annual Cultural Diversity Report to the Maryland Higher Education Commission

Diversity/World View Committee

The Diversity/World View Committee is a recommending body to the President and Executive Team as well as a working committee. Its function is to develop and recommend objectives and strategies to meet Diversity/World View long-range goals, and to assist the college in carrying out staff development, awareness and other activities to enhance accomplishment of Diversity/World View plan goals.

Committee membership is representative of major constituencies on campus: students, faculty, administration, and support staff. Members also represent each major functional unit of the college: Academic and Student Affairs, Administrative Services, Continuing Education and Training, and Planning, Marketing and Assessment. The college strives to have balanced representation of racial/ethnic and gender group representation on the committee to foster inclusion and equitable representation.

The committee's ongoing charge is to:

1. Define values and principles upon which the college can build and maintain a program of understanding and shared values concerning the dignity and worth of all races, cultures, religions and ways of life;
2. Assist in developing learning and staff development activities aimed at promoting diversity and global awareness values and competencies;
3. Develop, maintain, and assess the Diversity/World View action plan.

Fundamental to the Diversity and Global View Plan is the following value statement developed by the Diversity Committee:

“We embrace an increasingly diverse and changing world, encouraging students, faculty and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working with and learning from the unique contributions of all people.”

Section I

Goals, Intended Outcomes, Activities, and Assessment Measures

Diversity is seen as an integral component across all areas of the institution. The following goals reflect specific initiatives to advance diversity and global awareness.

I. Curriculum

Goal: Within the curriculum and co-curriculum students will demonstrate attitudes, knowledge and behaviors exemplifying cultural competence and recognition of the interdependence of humanity across the global community.

Intended Outcomes:

1. The curriculum will include learning experiences and intended learning outcomes that allow all students to develop cultural competence (including valuing diversity, cultural awareness/cultural intelligence [Bucher 2008], and global view competencies).

Activities:

- a. *Support the General Education assessment process and help to ensure that the specific intended learning outcomes relating to Global Awareness are being measured and improved.*
- b. *Increase the opportunities for students to participate in a variety of diversity programs and events outside of the classroom.*
- c. *Expand the graduation requirement so that two “Diversity/World View” designated courses must be completed and explore the possibility of awarding a certificate to students who take a number of Diversity/Global View credits beyond the requirement.*
- d. *Assess Diversity/World View designated courses to determine the extent to which relevant outcomes are being met.*

Reference : 2008, Bucher, R.D. Building Cultural Intelligence (CQ): Nine Megaskills. Pearson Prentice Hall

2. Faculty and staff will demonstrate Diversity/World View competencies and be able to promote the institutional value of Diversity/World View.

Activities:

- a. *The Diversity/World View committee will promote specific competencies relating to cultural competency to be used in campus-wide staff development and student development activities.*
 - b. *The Diversity/World View committee will work with existing faculty and staff development committees to redefine and expand programs and development experiences designed to continuously build cultural competencies among staff.*
 - c. *Develop and convene yearly an external Diversity/World View Advisory Committee to provide input and feedback to the college on the development of our goals.*
3. Students and the community will identify Carroll Community College as an institution that values, promotes, and prepares students for living in an increasingly diverse and global community.

Activities:

- a. *The Community Outreach Committee will further develop strategies to enhance public awareness of our Diversity/World View institutional activities.*
4. Non-credit course offerings and programming will provide the community with enhanced exposure to diversity/world view issues.

Activities:

- a. *Schedule an array of non-credit courses and activities that educate students about varying cultures and philosophies.*
- b. *Include diversity awareness topics in occupational training as appropriate.*

Measure: *Institutional Effectiveness Indicator 46*, Percent of students agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity; from the college's student satisfaction surveys; top 3 ratings on a five-point scale.

Benchmark: Under Development

Outcome: *

The 2013 student satisfaction survey indicated that about 95% of the college's students agree that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity.

*A benchmark has not been established as only one data point is available.

Measure: *Institutional Effectiveness Indicator 47*, Percent of students agreeing that the college creates an atmosphere of inclusion for all members of the college community; from student satisfaction surveys; top 3 ratings on a five-point scale.

Benchmark: Under Development

Outcome: *

The 2013 student satisfaction survey indicated that about 97% of the college's students agree that the college creates an atmosphere of inclusion for all members of the college community.

*A benchmark has not been established as only one data point is available.

II. Learning Environment

Goal: Provide an affordable center of learning with supportive and caring faculty and staff, appropriate admissions practices, effective learner support services, relevant programs, and a variety of teaching and learning strategies. (Mission Based Institutional Goal 1)

Intended Outcomes

1. Community members from historically underrepresented groups will identify the college as a viable choice based on a commitment to diversity and a broad global perspective.

Activity:

- a. *Enhance diversity awareness through additional recruitment and admissions marketing informational resources and activities and track those activities in the yearly student affairs plan.*

2. The college will maintain open access to programs assuring equitable opportunity to enter and succeed within all college programs.

Activity:

- a. *Monitor recruitment process and participation rates within all college programs*

3. Improve student success and retention by emphasizing the importance of valuing both our differences as well as our commonalities.

Activities:

- a. *Reinforce Diversity/World View competency development through first advising session and orientation activities.*
- b. *Monitor and meet or exceed the college's achievement goals and enhance persistence efforts targeted to underrepresented groups*

4. Impact retention via "High Impact" programs designed to engage students in applying their learning experiences outside of the classroom using service learning, academic

communities, and internships designed to foster cultural awareness and global view perspectives.

Activities:

Enhance diversity global view initiatives within activities in the following areas:

- a. *Implement a World View Competencies completion certificate and recognition program in Service Learning, Academic Communities, and Leadership Challenge Multicultural Track*

5. Provide students with exposure to a variety of transfer and post-graduate options.

Activity:

- a. *Enhance diversity topics presented in COL100 and CAR (Career Development) courses, and provide greater diversity in terms of transfer institution information and visits.*

Measure: Credit enrollment by racial/ethnic group, MHEC Performance Accountability Report (PAR) #18

Benchmark: Carroll County adult population percentages by racial ethnic category

Outcome: Benchmark achieved.

As reported to MHEC in the 2012 Performance Accountability Report:

- Percentage of non-white enrollment: 8.2%*
- Percentage of non-whites within the service area population: 8%

*Because the number of students within each racial/ethnic category is less than 50, all racial/ethnic categories are reported as a whole. This is the first time that the benchmark has been surpassed.

Measure: Percent minorities of full-time faculty,

PAR #19

Benchmark: 8%

Outcome: Benchmark not achieved.

As reported to MHEC in the 2012 Performance Accountability Report the percentage of minorities in the full-time faculty is 5.4%. The percentage has hovered at about this point since 2009. In 2008, the percentage was 3%.

Efforts to meet benchmark: Please refer to Section II.

Measure: Percent minorities of full-time professional staff, PAR#20

Benchmark: 10%

Outcome: Benchmark achieved.

As reported to MHEC in the 2012 Performance Accountability Report the percentage of minorities within the full-time administrative and professional staff is 10.1%, a significant increase since 2008 when the percentage was 7%.

III. Student Achievement

Goal: Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student learning, engagement and responsibility. (*Compass Strategic Plan Priority I*)

Intended Outcomes

1. The college will have met all student achievement benchmarks by racial category

Activities:

- a. *Monitor completion/success data by racial/ethnic categories*
- b. *Complete a minority achievement report as required by MHEC every three years.*
- c. *Assist in developing improvement strategies to enhance student achievement by racial/ethnic category*
- d. Support the General Education assessment process and help to ensure that the specific intended learning outcomes relating to Global Awareness can be measured and improved for racial /ethnic categories.

Measure: Percent of enrollees by racial/ethnic group in developmental English, reading, and mathematics earning grades C or above, reported separately by discipline.

Benchmark: 70%

Outcome: Benchmark not achieved.

The most recent data available is for the 2011-2012 academic year. Because the number of students in each non-white racial category is not reportable (N less than 50), the percentages provided are for all non-white racial categories taken as a whole.

- English: 55.8% (43 of 77 students)
- Reading: 47.6% (39 of 82 students)
- Math: 49.7% (84 of 169 students)

Efforts to meet benchmark: All developmental courses have been or are in the process of being redesigned. While preliminary outcomes are promising, complete data is unavailable for reporting.

Measure: Percent of fall first-time fall cohort needing developmental coursework who completed all recommended developmental courses within four years of entry, by racial/ethnic group.

Benchmark: 60%

Outcome: Benchmark not achieved.

The most recent data available is for the fall 2007 cohort. Because the number of students in each non-white racial category is less than 50, the percentages provided are for all non-white categories taken as a whole.

34.8% (16 of 46 students)

Efforts to meet benchmark: The college recently mandated that all students must begin their developmental course sequence/s by completion of their first 24 credit hours.

Measure: Percent of first-time fall cohort enrolling in subsequent spring term, by racial/ethnic group.

Benchmark: FT 80%, PT 55.5% for all racial/ethnic categories

Outcome: Benchmark partially achieved.

Because the number of students in each non-white racial category is less than 50, the percentages provided are for all non-white categories taken as a whole. The most recent data available is for the 2012-2013 academic year:

- Full-time: 75% (33 of 44 students)
- Part-time: 64% (16 of 25 students)

Efforts to meet benchmark:

Continual marketing to explain the benefits of completing an associate's degree prior to graduation; personal contact to those who have not reregistered; personal attention to those students identified by faculty as being at-risk; fall 2013 implementation of a student loan program.

Measure: Percent of fall first-time fall cohort attempting 18 hours during the first two years, who graduated, transferred, earned at least 30 credit hours with a cumulative grade point average of 2.0 or greater, or were still enrolled four years after entry, by racial/ethnic group.

Benchmark: 75%

Outcome: Benchmark not achieved.

Because the number of students in each non-white racial category is less than 50, the percentages provided are for all non-white categories taken as a whole. The most recent data available is for the fall 2007 cohort.

60.6% (20 of 33 students)

Efforts to meet benchmark: The college is in the process of implementing graduation plans, pathways, and mandated checkpoints to help ensure student success.

IV. Employee Development

Goal: Employees will be culturally competent and racially and ethnically representative of Carroll County.

Intended Outcomes:

1. Secure a faculty and staff that mirror our service area demographics.

Activity:

a. Assure that the college's staffing is representative of demographics in the service area and enhance opportunities for creating diverse pools of job applicant, including hiring greater diversity among the adjunct faculty.

2. Diversity is identified as an institutional goal during recruitment, interviewing and new employee orientation.

Activity:

a. Expand cultural competencies training (i.e. responses to / rights related to different types of harassment) within programs for employee orientation and staff development.

3. Cultural competencies will be further integrated in staff development and training provided for all faculty and staff

Activities:

- a. Include diversity-related workshops in January and August full-faculty development events (ideas: working with English Language Learners; developing cultural intelligence, Understanding rights of and resources for students with disabilities, etc.)*
- b. Plan and promote a variety of diversity-related events (workshops, book discussions, films) during the semester; encourage staff and faculty participation in one event per semester*
- c. Use Diversity logo to easily indentify activities and events*

Measure: Racial/ethnic composition of college staff, reported by employment category.

Benchmark: Racial/ethnic composition of Carroll County adult population.

Outcome: Benchmark partially achieved

Efforts to meet benchmark:

Since inception of the plan in 2010, the college has increased the diversity of our professional staff and faculty by approximately 16 percent.

Measure: Institutional Effectiveness Indicator 48, Percent of employees agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity; from employee satisfaction surveys conducted by Institutional Research; top 3 ratings on a five-point scale.

Benchmark: Under Development

Outcome: *

The 2013 employee survey indicated that 94% of the college's employees agree that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity.

* A benchmark has not been established as only one data point is available.

Measure: Institutional Effectiveness Indicator 49, Percent of employees agreeing that the college creates an atmosphere of inclusion for all members of the college community; from employee satisfaction surveys; top 3 ratings on a five-point scale.

Benchmark: Under Development

Outcome: *

The 2013 employee survey indicated that 94% of the college's employees agree that the college creates an atmosphere of inclusion for all members of the college community.

*A benchmark has not been established as only one data point is available.

Section II

Students

The Admissions Office handles the bulk of the student recruiting efforts expended by the college and generally approaches the community as a whole rather than targeting any individual group. In general, the majority of the focus is directed towards those individuals who have recently graduated or are about to graduate from high school. There are many initiatives and approaches taken to ensure that the college reaches underrepresented groups such as race and first generation students from more rural areas. They include:

- Visiting each of the eight public high schools within the county at least four times each academic year.
- Attending college or career fair evening or weekend events hosted by Carroll County public high schools and the Career and Technology Center.
- Scheduling individual meetings with students who have been identified by high school counselors as needing extra attention gearing themselves toward college.
- Meeting with students and ESL high school coordinators.
- Coordinating field trips and/or information sessions, tours etc. at the college to give students an opportunity to visit CCC.
- Collaborating with Marketing and Creative Services to identify students from various race and ethnic backgrounds for use on recruitment publications.
- Offering information sessions to all GED classes to guide them into appropriate courses after GED completion.
- Providing targeted publicity for all campus wide recruitment events to ensure that all public, private, and homeschooled students within the county are equally informed.
- Sending a continual public message of open enrollment, affordability, quality education, and student support.

Faculty and Staff

Since our Diversity/World View Plan's inception in 2009/10, Carroll Community College has made progress increasing minority representation among employees. However, during the last several years the college's efforts to recruit minorities have been somewhat stymied by the lack of vacancies as economic conditions have resulted in lower employee turnover and few new positions. Efforts to attract pools of qualified minority candidates include:

- Ensuring the broadest possible marketing of positions to potential applicants by conducting national searches for all full-time positions, including the routine use of higherjobs.com.
- Reaching out to the local minority community by regularly advertising in *The Baltimore Afro-American*.

- Reinforcing the college’s mission during comprehensive training for search committee chairs.
- Ensuring that Human Resources reviews each step of the hiring process.

Results of those efforts:

- Since 2009/10 academic year, diversity of Administrative and Faculty staffing has increased approximately 16 percent.
- The percentage of full-time non-white faculty members has increased from 3% to 5.4%.
- Percent minorities of full-time administrative and professional staff is now 10%
- Percent nonwhite service area population, 18 or older is 8%

Section III

Curricular Initiatives

Recognizing the growing importance of global awareness and cultural competency skills, Carroll Community College includes a global awareness learning goal among its seven general education goals. Additionally, as a result of a recommendation of the Diversity/World View Steering Committee, the college now requires each student to take a least one course that is “diversity certified.” These courses are clearly marked in the college’s catalog with the diversity logo.

In fall of 2011, a faculty committee developed a rubric to assess assignments submitted by a random sample of instructors teaching courses designated as “diversity certified.” Of the assignments scored, 50% demonstrated competency in all four dimensions of the rubric, thus establishing an initial performance benchmark from which improvement strategies are now being developed.

To close the assessment/improvement loop, faculty who scored the assignments are now meeting with faculty who submitted assignments to discuss results, assignment design, and improvement strategies. The learning goal will be reassessed in the near future.

Other efforts to introduce diversity into the curriculum include:

- A proposed Letter of Recognition for students taking more Diversity/World View courses than required.
- Adding DVTY-115: Diversity in the United States: Living in a Multicultural Society to the Hill Scholars Program.

Co-Curricular Programming for Students

Carroll Community College provides a wide variety of opportunities for students to engage in diversity related activities. During the past academic year the college sponsored its third annual “Diversity Week” which included a discussion/luncheon attended by students, faculty, and staff; two workshops; a coffee house discussion; and a movie and discussion. The theme this year was gender.

Other activities throughout the year included six service learning opportunities, three workshops, three cultural performances, a poverty simulation exercise, a trip to the Holocaust Museum, and a diversity

related art exhibit featuring the artwork of a member of the college's faculty. The Social and Cultural Awareness Academic Community and the Multicultural Club remained active.

Faculty and Staff Cultural Training

During the past academic year, the college offered an online disability awareness training program "In Their Shoes" to employees. The training was intended to remove the hidden barriers that impact people with disabilities in the classroom and on college campuses and encourage employees to embrace the spirit of the American with Disabilities Act by creating an inclusive learning environment that is both empowering and supportive of the needs of students and employees with disabilities. Approximately one-third of all employees (115) have completed the training thus far.

In spring of 2012, the college hired diversity expert Dr. Richard Bucher to train eleven faculty and staff members to facilitate diversity programming and to help build cultural competencies among Carroll's staff. Training took place in late spring and the facilitated discussions concerning "Micro-aggressions" began in the fall. Thus far, approximately two-thirds of all employees (220) have participated in the Micro-aggression workshop. By the end of fall 2013 all employees will have participated in Micro-aggression awareness workshops.



CCBC

The Community College
of Baltimore County

2013

Cultural Diversity Report

Prepared for the

Maryland Higher Education Commission

The Community College of Baltimore County
Cultural Diversity Report
September 2013

Introduction

Effective July 1, 2008, the Maryland Legislature required institutions of higher education to develop and implement a plan for a program of cultural diversity. Annually, the governing body is required to submit a progress report regarding the institution's implementation of its plan to the Maryland Higher Education Commission (MHEC). This report updates the report submitted in September 2012 and conforms to the guidance provided by MHEC regarding the required components.

Since the September 2012 Cultural Diversity Report, the Community College of Baltimore County has updated its Strategic Plan. The FY 2014 to FY 2016 Strategic Plan was adopted by the CCBC Board of Trustees on June 12, 2013. The updated plan reaffirms the college mission and vision. Student Success remains the driving focus and the College Values have been reviewed and strengthened particularly in the areas relating to inclusiveness, globalization, and diversity. The yearlong process, which was highly inclusionary, provides the umbrella under which concrete operational plans will be put into place to guide the college during the next three years.

The College Mission:

The Community College of Baltimore County provides an accessible, affordable and high-quality education that prepares students for transfer and career success, strengthens the regional workforce and enriches our community.

Vision

We will be the institution of choice for students, where together we make teaching purposeful, learning powerful, completion primary, and community paramount.

Values

Commitment: We want our students to succeed and make progress toward the completion of their educational goals through degree or certificate attainment, transfer, workplace certification, career enhancement or personal enrichment.

Learning: We are committed to ensuring our students grow as active learners, develop a passion for life-long learning, and use what they have learned to their benefit.

Innovation: We value innovation and support a climate of discovery. We encourage students, faculty and staff to explore new ideas, methods and processes.

Responsibility: We have high expectations for the work of our employees, the academic rigor of our offerings, the scholarship of our students, and the involvement of the community and the workplace in the college's future.

Integrity: We inspire public trust by maintaining ethical and collaborative relationships with our faculty, students, staff, alumni and communities. We share our achievements and challenges honestly and openly.

Inclusiveness: We celebrate the differences and similarities of our students, employees and the communities we proudly serve. We value the diversity of people, cultures, ideas and viewpoints and we honor the dignity of all persons. We insist on open and honest communications, fairness, mutual respect, collegiality and civility at all times. We are committed to preparing students to be active citizens, ready to meet the challenges of an increasingly diverse world and a changing global marketplace.

Excellence: We emphasize quality as a standard for all we do and consistently look for ways to improve organizational efficiency and effectiveness.

Stewardship: We support sustainable practices and prudently manage resources dedicated to advancing the college's mission and strategic directions.

Collaboration: We encourage continuous dialogue among students, faculty and staff, and support ongoing cooperative relationships with our partners in the community regarding their educational, cultural, recreation and workforce needs.

Section I: Institutional Plan to Improve Cultural Diversity

The expectations included in the Strategic Plan and in the policies and practices of the college provide clear commitments to building an inclusive community of learners. Additionally, the Strategic Plan states that the college community values the diversity of people, cultures, ideas, and viewpoints, and honors the dignity of all persons. We insist upon open and honest communications, fairness, mutual respect, collegiality and civility in all college related matters.

The first and primary goal of CCBC's FY2014-FY2016 Strategic Plan remains Student Success and the ways in which CCBC can promote success for all students. Within this part of the Plan the college recognizes that success gaps exist between groups of students based on gender, race, age, and prior educational experiences and that strategically, the college must deploy resources and initiatives to address these gaps. The intellectual, cultural, civic, and economic growth of individuals and their communities is inevitably linked to student success.

The second set of strategies in the Strategic Plan deals with Teaching and Learning Excellence. The college acknowledges that we will "Provide a learning environment that values diversity, multiculturalism, inclusiveness, and global awareness.

The third strategic direction in our plan addresses the development of Organizational Excellence. These goals encourage an organizational culture that emphasizes innovation, quality, continuous improvement, excellence, entrepreneurship, service and success. The college believes employees should be valued as individuals and recognized and rewarded for their contributions to the college. CCBC is building upon the rich diversity of talents, skills and perspectives of students, faculty and staff.

The fourth strategic direction, Community Engagement, identifies the need for further development of productive and inclusive relationships with our internal and external

communities. This goal aims to build a college community that embraces the diversity of our world and forges a rich learning and working environment for all.

Goals to promote the Diversity of Students:

In keeping with the Strategic Directions of the College's Plan, several specific goals were advanced to support diversity. In July 2013, the college opened a new multi-million dollar extension center in Owings Mills that triples the space of the previous facility and better serves this diverse community. The new facility offers state of the arts technology that includes 17 wired classrooms, 12 computer labs, corporate training rooms, science, art and hospitality labs and areas for advising and counseling. A branch of the Baltimore County Public Library is co-located in the building, which is adjacent to the Metro station and other public transportation.

Goals to promote diversity and cultural competencies in Student Life:

The Office of Student Life will work with faculty and staff groups to further promote lectures, programs, special public events, and workshops that promote awareness of diversity and will coordinate those efforts so that they are well publicized and well attended.

The Office of Multicultural Affairs will strengthen its series of diversity dialogues as well as a series of faculty and staff discussions entitled "Culture, Coffee, and Conversation" to include additional faculty and student exchanges, rap sessions, films, theater productions, music performances, and field trips designed to promote increased cultural awareness and competencies. This series will concentrate on increasing intercultural harmony, resolving conflict, and helping students, faculty, and staff learn the skills of being cultural ambassadors.

Goals to promote cultural diversity and cultural competencies within the curriculum:

Over the past few years, more than 250 faculty and staff have received training in Culturally Responsive Instruction. Culturally responsive teaching has been defined as "using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students" (Gay 2000). All new full time faculty, all Academic Development (ACDV 101) instructors, and the Achieving the Dream Core Team were among the faculty and staff receiving this training.

The college offers a Saturday Culturally Responsive Teaching Series for Adjunct Faculty. This series includes four morning sessions spread over the fall and winter term and includes the opportunity for adjuncts to receive up to \$375 in stipends through an outcomes based reward system.

In 2012, CCBC continued implementation of its Global Initiative Program, whose goal is to provide a comprehensive and holistic approach to education for the 21st century. The Global Distinction Program was the 2012 winner of the Heiskell Award from the Institute of International Education. The award was won in the Internationalizing the Community College category bestowed upon colleges by the Institute of International Education. Global Distinction is an academic enrichment program that strives to improve the global awareness and knowledge base of students by using three methods: globalization of the General Education curriculum, cultural immersion, and campus events. It provides a framework to ensure students become

global citizens and are prepared both academically and professionally to engage in a world that is interconnected.

Goals to Support Multi-Cultural Diversity among Faculty and Staff:

A set of core performance expectations are embedded in faculty and staff performance evaluations that explicitly recognize that each employee will support cultural diversity and sensitivity and that each employee’s efforts in addressing and supporting the principle of diversity will be recognized in annual performance evaluations.

New Affirmative Action Plans for 2013-2014 will be developed in November 2013.

Monitoring Diversity Commitments and Progress

The college has established a core set of indicators to be used to monitor progress and trends for each of the areas identified in this report. CCBC currently reports to state, federal and internal stakeholders with metrics on the diversity of its students, graduates, employees, and success outcomes. These include indicators in its Degree Progress Tracking System; the indicators included in its Performance Accountability Report (PAR) to the Maryland Higher Education Commission; and Trend Profiles on the characteristics of students, graduates, faculty, and staff. These reports are regularly provided to its Board of Trustees, the college senate, and to agencies that oversee the college.

Additionally, CCBC complies with all Federal requirements including Equal Opportunity and Affirmative Action Plans.

Section II: Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Among Students

During FY2013, CCBC enrolled over 66,000 students in its credit and continuing education courses. The characteristics of these students closely match the characteristics of Baltimore County Public and Private High Schools and the adult population that lives in the region. The chart below shows Baltimore County Population and the most recent data from the 2010 Census statistics.

	Current Data as of 2010 Census	
Baltimore County Population by Race¹	2010 Population	Percent of Total
Hispanic, any race	33,735	4.2%
White	504,556	62.7%

¹Source: US Census. American Community Survey 2005 as reported on <http://www.baltimorecountymd.gov/Agencies/economicdev/gateway/demographics/index.html#Location> According to the same source, 18,810 county residents (2.5%) who identified as white, black, other race or two or more races, also identified as Hispanic or Latino.

Black or African American	206,913	25.7%
American Indian and Alaska Native	2,107	0.3%
Asian ¹	39,865	5.0%
Native Hawaiian and Other Pacific Islander ²	255	0.0%
Other race	1,445	0.2%
Two or more races	16,153	2.0%
Baltimore County Total Population	805,029	100.0%

In the 2013 Performance Accountability Report, the college reports that more than 51% of credit students are from minority groups, 53% are receiving financial aid, 57% are working more than 20 hours a week, and nearly 2,220 are taking English as a Second Language courses. Additionally, for the Continuing Education students that provide race and ethnicity information, nearly 42% are minority.

The average age for credit students is 29 and almost every class and student activity will include a wide range of ages, from young people just beginning their higher education path to older students returning for needed skills and to pursue their dreams of lifelong learning. The diversity in terms of age is also evident among Continuing Education students, where ages range from the young to seniors and the average is 37 years old.

CCBC Student Enrollment Demographics – FY 2013

Characteristics	Credit Students		Noncredit Students	
	Number	Percent	Number	Percent
Total Students	34,410	100%	33,891	100%
Gender				
Male	13,587	39%	13,334	39%
Female	20,798	60%	17,891	53%
Unknown	25	<1%	2,666	8%
Ethnicity				
Hispanic or Latino	1,346	4%	1,121	3%
White	16,366	48%	13,257	39%
African American/Black	13,201	38%	7,351	22%
Asian	1,962	6%	747	2%
American Indian or Alaska Native	125	<1%	98	<1%
Native Hawaiian or Other Pacific Islander	76	<1%	23	<1%
Multi-Racial	997	3%	231	1%
Other/Unknown	337	1%	11,063	33%
Age Distribution				
Less than 20	4,101	12%	1,792	5%
20-29	18,860	55%	6,519	19%

¹Other Asian alone, or two or more Asian categories

² Other Pacific Islander alone, or two or more Native Hawaiian and Other Pacific Islander categories.

30-39	6,111	18%	5,748	17%
40-59	4,548	13%	11,325	33%
60 and Over	790	2%	8,507	25%
Residence				
In-County	25,027	73%	20,197	60%
Out-of-County	8,908	26%	9,278	27%
Out-of-State	475	1%	4,416	13%

CCBC students come from every community in the Baltimore region to enroll in over 300 programs of study. CCBC has over 320 international students from 71 countries from Angola to New Zealand to Yemen, representing every continent except Antarctica.

Student educational goals include completion of a degree or certificate program, preparation for transfer to a four year college or university, development of workforce skills for a currently held job or to start their own business, exploration of a new career, and taking courses for personal enrichment. Student educational backgrounds range from currently enrolled high school students getting a jump start on college level courses, recent high school graduates, older adults returning to college after years in the workforce, and individuals with advanced degrees such as PhD's and MBA's enrolling in French, Accounting, Computer and Engineering courses.

In order to maintain this rich diversity of students, the college has purposeful outreach programs to all communities in the region. Media campaigns and outreach efforts connect with each high school in the region, target all demographic groups, and provide a message of welcome to all area populations. CCBC provides college level courses for high school students throughout the area, and leads in an effort to provide campus experiences for middle and high school students so that these students are made aware of the opportunities and challenges of higher education. The college closely follows enrollment trends in categories such as age, race, gender, and residency to monitor whether our students reflect the rich diversity of our region.

Among Faculty and Administrative Staff

The college's Human Resources Office has taken a leadership role in facilitating learning about diversity as well as investigating complaints that allegedly violate the college's nondiscrimination, equal opportunity, and/or sexual harassment policies. This office provides mediation services, equity related training, group facilitation training, and consultation services for matters related to human relations.

CCBC Workplace Demographics - Details

Full-Time and Part-Time	Number of Incumbents as of 11/1/12 ¹	Racial or Ethnic Minority
Senior Staff ²	5	1 20.0%

¹ The count includes foreign born and those with unknown race/ethnicity, which are excluded from the minority percentage calculation.

² Senior staff includes the president and vice presidents.

Administrators ¹	93	23	24.7%
Professional Staff ²	261	85	33.5%
Total Administrators and Professional Staff	359	109	30.9%
Professor	65	4	6.2%
Associate Professor	107	20	19.6%
Assistant Professor	200	61	31.6%
Instructor	65	13	20.6%
Total Full-time Faculty³	437	98	23.2%
Adjunct Faculty	1,438	344	25.4%
Total Full-time and Adjunct Faculty	1,875	442	24.8%
Classified Staff (Clerical and Technical)	345	91	27.1%
Plant (Unit 1) and other Support Employees	144	59	42.8%
Total Support Staff	489	150	31.6%
TOTAL All Staff	2,723	701	26.9%

The college has policies and procedures in place to ensure that search and hiring practices promote a diverse workforce. These include policies and procedures that ensure positions are advertised in a wide variety of publications and media outlets, and that notices of openings are in traditional and non-traditional forums, including college sponsored job fairs and job fairs at Historically Black Colleges and Universities (HBCU's). Additionally, procedures are developed and practiced that will help ensure a pool of qualified minority candidates. These policies and practices also ensure that all applicants for administrative, faculty, and classified positions are screened by a search committee that represents a diverse group of college employees under the direction of a Search Committee Chair and a trained Search Specialist. These search committees work with Human Resources to insure an equitable search with an inclusive pool of applicants, adherence to guidance on interview questions, and the use of established procedures. The Search Specialists receive extensive training and must attend training updates to remain certified. The college has policies and procedures in place to ensure that its recruitment materials and practices

¹ Administrators include individuals on an administrative contract. Generally, senior directors, deans and some directors are in this category.

² Professionals include professional individuals on an administrative contract. Generally, coordinators, advisors, counselors, programmers and some directors are in this category.

³ Full-time faculty includes all faculty ranked employees who are tenured or on a one, three or five year contract. Individuals with a temporary "visiting lecturer" teaching appointment are excluded.

are reaching a diverse pool of qualified candidates for all faculty, administrative, and staff openings.

In addition to guidelines and support for recruiting, selecting and hiring faculty and staff, the Tactical Employee Diversity Plan was developed to promote academic excellence by ensuring that our faculty and staff are part of a respectful and broadly diverse campus community that will be perceived by people from all background as welcoming.

Below are some strategies used by CCBC for increasing diversity among faculty/staff.

1. CCBC Job Fair FY2012-13 - Conducting in-house job fair to recruit for all the open positions due to increased retirement; over 360 attendees.
2. Purchase of a new applicant tracking system, NeoGov-*Insight* in 2012 to better capture applicant date – currently in implementation phase
3. Pool analysis for all positions conducted in HR
4. Training provided for CCBC staff at Fall Focus in 2012
5. Training provided to hiring managers/senior staff (Directors and above) within the Divisions on Recruitment Processes to ensure equitable application of assessment ratings by search committees
6. Additional training for search specialists and hiring managers – in conjunction with NeoGov-*Insight* implementation
7. Broadened the University/Community College outreach by emailing flyers to distribution lists
8. Advertising outreach has been extended to the following sites:
 - a. Professional Association websites and distribution lists
 - b. Maryland Workforce Exchange – All jobs posted will now also be posted to MD Workforce Exchange for a 2 week period or a specified period if job closing is listed on RFR.
 - c. MD Commitment for Veterans – MD Commitment for Veterans site links to jobs posted on the MD Workforce Exchange.
 - d. Minority Nurse
 - e. AACC, HCC, Towson and UMD/UMUC career sites
 - f. Diverse in Higher Education
 - g. The Chronicle of Higher Education
 - h. Community College Jobs
 - i. Academic Careers Online
 - j. Inside Higher Ed
 - k. HBCUConnect Network
 - l. Hispanic Outlook
 - m. Latin Opinion
 - n. Afro-American
 - o. Monster.com jobs are mirrored on the largest military network site in the world, <http://www.military.com/>. There are around 20 million registered users on this site. In addition Monster partners with a number of networks, including Hire Disability Solutions.
 - p. Baltimore SUN – weekly online cube ad

- q. Penny Saver
- r. HERC – Higher Education Research Consortium
- s. Craig’s List
- t. Multiple Local Newspapers

Section III: Efforts to Design and Create Positive Interactions and Cultural Awareness

Faculty and Staff Cultural Training Programs

The Center for Excellence in Teaching and Learning (CETL) serves as a focal point for faculty professional development. The Center does this by offering individual workshops, courses of study, programs, consultations, coaching and mentoring programs, as well as other activities to assist faculty and staff. The events include a variety of offerings that focus on college-wide issues, offerings targeted to new full-time faculty, all faculty, adjunct faculty and staff, and offerings that focus on emerging issues at the college. Of particular relevance to this report are the New Faculty Learning Community, Culturally Responsive Teaching, and the Global Citizenship Initiative.

New Faculty Learning Community (NFLC) is an intensive, year-long professional development activity that is required of all new full-time faculty at CCBC. The biweekly, 2 hour sessions, along with a day-long retreat in January, provide new faculty with information about the college and its programs as well as a focus on college teaching pedagogies. There were 38 new faculty members registered for NFLC for the 2012-2013 academic year.

Assessment of the impact of this program includes a pre-test and post-test of facts about CCBC, including key policies and abbreviations. Results of the post-test clearly show a significant increase in NFLC members’ knowledge of CCBC’s culture, language and programs.

The CCBC Culturally Responsive Pedagogy Course was designed to help faculty strengthen their practice by making learning appropriate for a diverse student population. This course was developed for faculty to infuse culturally responsive teaching and culturally responsive pedagogy in their courses. The specific goals of this training course are: a) To develop faculty understanding of the nature of race and culture, including expressions of race and culture by the students with whom they work; b) To positively affect faculty’s interaction with students by training faculty to manage racial and cultural elements of classroom social exchange; and c) To improve student success by developing faculty’s ability to respond to cultural and racial needs and expectations of the particular students with whom they work.

The Office of Multicultural Affairs (OMA) has led a team of faculty members in the design and development of CRT course content in order to establish a four to six module CRT certificate program. This program will be offered to faculty and staff in support of the Achieving the Dream Initiative. All of the modules for this certificate program will be located on the OMA website. Names of the modules are:

- Culture is always present
- Two Competing Mindsets that affect student outcomes
- Overcoming Stereotype Threat
- Caring and Cultural Responsiveness
- Developing Social Capital

Culture and Language Variation

Scaling up the Culturally Responsive Teaching (CRT) training and targeting more of the training toward adjunct faculty has been a major goal of the Office of Instruction and the Center for Excellence in Teaching and Learning (CETL) this year. Two faculty members now receive reassigned time (3 credits per semester) to devote to CRT. During the 2012-2013 time period, CETL sponsored a total of six 2-hour module workshops (mostly attended by adjunct faculty members) and two 8-session intensive seminars (mostly attended by full time faculty and staff). Seventy-seven adjunct faculty members were trained in at least one module of CRT, with 11 adjunct faculty members completing all four module workshops. With the addition of a January intensive CRT seminar (doubling the number of intensive CRT seminars held in a year) twenty-five people (23 full time faculty members, 2 staff members) were trained in the CRT-intensive seminars.

When these CRT training efforts are considered along with the workshops/breakout sessions offered at Fall Focus, Professional Development Day, the Teaching-Learning Fair and the NFLC Retreat, over 200 faculty and staff members at CCBC took part in CRT training events during FY2013.

Qualitative data is being collected about the impact that CRT training is having in the classrooms and on the students of those faculty members who have been exposed to CRT training. In a small number (6) of taped interviews with faculty members who have been trained in the CRT Intensive Seminars, faculty members frequently gave examples of using concepts related to mindset in their classes. For example, one faculty member (MW) described how she infuses the concept of growth mindset in her classes. Another faculty member (MGB) described how she intentionally uses the concept of mindset beginning with an exercise she has her writing students do that involves hula hooping. A third faculty member (JK) explained that she knew that her students had learned the concept and importance of mindset when she heard spontaneous use of the terminology between students, “that’s not a growth mindset”. This faculty member also talked about her students ‘catching her’ in moments when her own mindset was not growth oriented and pointing it out to her. While this qualitative data on the impact of CRT is just beginning to be amassed, it is clear that at least some faculty members are using CRT concepts such as mindset to help their students understand the value and importance of having a growth mindset to succeed in college and in life.

As previously mentioned, the college also offers special CRT sessions for Adjunct Faculty on Saturday and this includes an outcomes based reward of up to \$375.

Another initiative is the Global Citizenship workshop series, offered through The Center for Excellence in Teaching and Learning (CETL), consists of a series of seven interactive workshops. Workshops are open to both faculty and staff and a Certificate of Global Citizenship will be awarded to participants who complete six workshops in addition to a project relating to globalizing curriculum in a chosen area.

An annual all-employee conference is held each spring at the end of the semester. Presentations are featured from all areas of the college and all employees are encouraged to attend. The theme

for the May 2013 Professional Development Conference was: “We are CCBC: Stronger Together. United in Purpose” and included sessions on topics such as Communication in the Globalized Classroom, Reading Globally: Literature by American Immigrants, Service Learning in Action, Culturally Responsive Teaching (CRT): The Meanings of Culture and Race and Student Success via Team Building.

Curricular Initiatives Promoting Cultural Diversity

Requirements for course content and learning outcomes that address cultural diversity are built into each course and program. Each year, CCBC teaches more than 4,000 different credit and continuing education courses. While some of these courses are focused on applied technical or career skills, each credit course has explicit goals to provide students with the knowledge and skills to understand themselves and others from various cultural, social, aesthetic, political, and environmental perspectives. In addition, each program is required to provide a variety of learning experiences that encourage students, independently and in collaboration with others, to acquire and use information for purposes of inquiry, critical thinking, problem solving, and creative expression in a diverse environment.

There are also a number of courses whose primary focus is on cultural diversity, group relations, and the study of the human condition. Many of these courses are provided within the School of Wellness, Education and Social Sciences (WESS) where there are courses in Women’s Studies, Social Problems, Sociology, Psychology, Philosophy, African-American History, and Native American Culture that attract students from every program and help students to understand and build cultural competency skills. Other programs and courses that deal explicitly with cultural diversity are located in the School of Liberal Arts where courses range from foreign language courses and multicultural literature to the performing arts of dance, music, and drama. Courses in the School of Business, Criminal Justice and Law (BCJL) support the cultural and communication skills of police and corrections officers; and in the School of Health Professions students learn about cultural differences as related to health care to better serve their future patients.

Instructors of English for Speakers of Other Languages (ESOL) and advisors from the Office of International Students have collaborated to establish an Intercultural Dialogues program, where foreign-born students visit courses in various disciplines to engage in a dialogue with students on a variety of topics related to cultural diversity. Topics may include health care practices in the students’ countries, human rights issues, or religious practices. Because of the increasingly diverse immigration population in Baltimore County, World Language instructors and Allied Health instructors have also collaborated to offer workshops on cultural diversity for students preparing to enter healthcare-related fields.

The college’s Continuing Education division provides courses in cultural diversity in its community education division and directly to businesses and agencies through customized training in workforce diversity issues that are designed for employees and employers.

In addition to this in-class focus on building cultural awareness and skills, CCBC’s academic programs have also developed approaches to promote Learning Communities, student teamwork in learning, Service Learning Opportunities, and International Travel opportunities. A major

purpose of these approaches is to contribute to each participant's awareness of cultural diversity and to develop the skills needed to be successful in a social and economic world that increasingly demands those skills from everyone.

Many of the curriculum initiatives identified above are being strengthened through the college's Achieving the Dream initiative in supporting minority achievement and student success. This program supports initiatives in Developmental Education, professional development opportunities to explore and adopt culturally responsive pedagogy, campus presentations and workshops with a variety of national experts, and a variety of changes in the delivery of student services. This program has major initiatives in CCBC's new Student Success Course (ACDV101) and in the college's highly successful Accelerated Learning Program (ALP) that focuses on students in Developmental English, as well as accelerated learning for students in mathematics (AMP) and reading.

The Closing the Gap initiative supports the achievement of students from minority groups and has focused on financial literacy through its Money Matters program. This program begins by showing all students in ACDV 101 -Academic Development: Transitioning to College a short, award-winning video of CCBC students discussing their financial challenges. (The video was funded through a grant by Citi Corp and can be viewed on CCBC's "You Tube channel" at: <http://www.youtube.com/watch?v=k6GAv-VDjfk>.) Then through a case-scenario approach, students are led through discussions about wants versus needs, budgeting, financial predators, saving, and other topics relevant to their lives. Students are given a small plastic piggy bank to begin saving silver change. The Money Matters II program provides developmental course faculty with stipends to create instructional toolkits that contextualize basic skill content with financial literacy concepts. Thus far, about 10 toolkits have been created and offered to over 350 students. Other programs provide financial coaches to whom faculty can refer students who are in need and who access emergency financial resources such as textbooks or other kinds of support.

CCBC increased the number of ACDV 101 course sections specifically for African American males. Course sections enrolling African American males enable the college to target the specific cultural needs of these young men. Early indications are that African Americans males are more successful in the special sections than when the more general version of the course. We anticipate that these course pass rates will translate into greater student success across the board for African American males. This past year, we offered this program to over 200 hundred students. CCBC is now part of the Roadmap to Success project from the American Association for Colleges and Universities. CCBC's Roadmap project plan is to scale up the African American male sections of ACDV 101 to serve 500 students and to further enrich the course with supports such as early alert and increased professional development.

The college's Global Education initiative promotes inclusion of global and cultural awareness into courses. These efforts include a faculty-led advisory board; multiple subcommittees pursuing the establishment of travel opportunities within courses; developing strategies for increased participation in world language courses; and increasing opportunities for course projects, service learning, and learning communities with a concentration on global and cultural understanding.

The *Global Distinction* program provides the framework to ensure students become global citizens, preparing them for both academic and professional endeavors in the interconnected and interdependent world of the 21st century.

Students who complete the *Global Distinction* program demonstrate:

- Greater intercultural competency in both academic and professional areas.
- Improved sensitivity to other languages and cultures.
- Greater competency when dealing with people from other cultures.
- Enhanced ability to integrate the importance of diversity, civic engagement and social responsibility in a global framework.
- Better preparation for successful participation in a dynamic and interconnected world.
- Greater awareness of personal cultural norms and how they shape views and perspectives.

Co-Curricular Cultural Programming at CCBC

Within the College Life department, the Student Life Office and the Office of Multicultural are responsible for promoting diversity outside the classroom, cultivating cultural awareness and appreciation for diversity, increasing access and equity for historically underrepresented groups and improving CCBC's educational climate as an inclusive and civil community.

Student Life offers academic, social, and cultural support and programs for the entire college community. The Student Life department does this through an array of events and initiatives and by supporting numerous clubs and organizations on all campuses. Events and initiatives include:

First Year Experience Program – Students that attend an orientation program are matched with a peer mentor who will be available to assist the new student throughout the year. The peer mentors also work closely with faculty teaching the ACDV courses. They help the new students learn how to locate and utilize the numerous resources available to them to assist in achieving their academic and personal success while attending CCBC.

Spotlight Speaker Series – Throughout the academic year, guest lecturers are invited to speak at CCBC on their topic of expertise. The Student Life staff works closely with faculty to invite entire classes to attend these presentations. Over the past several years speakers have included: Cynthia Cooper (former WorldCom accountant), Hill Harper (CSI New York television actor), Cory Booker (Trenton, New Jersey mayor), and John Quinoes (ABC television show host/correspondent).

Alternative Break Program – This program provides educational and service opportunities in various regions in and outside the country. Students have spent time in South Dakota, Maine, Puerto Rico, Costa Rica, and Honduras. The students interact with children and adults of different cultures and gain an awareness and understanding of cross-cultural differences

Civility Campaign - Student Life worked with students to create civility videos which are shown to all first-year students during the Academic Development course. Also, each campus Student Life office sponsors Civility Day programs. As part of its continued focus on civic engagement, Student Life sponsors a series of social justice programs. Included in these

programs are the annual Fair Trade Bazaar, Human Trafficking symposium, and its cultural immersion through the Alternative Break program.

International Education Week (IEW) - Each November, CCBC joins other institutions of higher education in celebrating International Education Week. This annual initiative aims to promote international understanding by our students, faculty, staff and community members. Events sponsored during IEW have included the Piscataway Indian Turtle Island Dances, Polynesian Dancers, presentations on countries such as Afghanistan, Pakistan, and Iraq, an international parade of flags from around the world, an international art show and a food tasting of international cuisine.

International Flags – To recognize and honor international students attending CCBC, international flags are on display in prominent locations throughout the College. On the Catonsville and Essex campuses, the flags are hung on the Student Services buildings and on the Dundalk campus the flags are in the dining room entrance hallway.

Another major effort to promote a rich multicultural student experience at CCBC continues to be the clubs and organizations that are sponsored by the college. In order to be financially supported and recognized by the Student Life Office, an organization must be open to all students and must not discriminate on the basis of race, gender, age, physical disability, religion, sexual orientation or national origin. Among the many recognized clubs that promote and reflect diversity at the three campuses are the following:

- International Student Associations
- Student Government Association
- Student with Disabilities Club
- Women’s Studies
- Rainbow Club
- African American Student Associations
- Black Student Union
- Multicultural Student Union
- Micology Club
- Veterans Student Associations

The mission of the Office of Multicultural Affairs is to increase access and equity for historically underrepresented groups, cultivate cultural awareness and appreciation and to improve CCBC’s educational climate by fostering an inclusive and civil community. The core values focus on academic success, collaboration, diversity, social justice and equity.

Cultural Responsive Training – The Director of the Office of Multicultural Affairs and two faculty members have been instrumental in offering training to faculty and staff on cultural competence. The trainings include gaining a deeper understanding of culture and race, building growth mindsets about students and their own capabilities, managing and overcoming stereotype threat and strengthening social capital networks. The trainings have expanded and now include two 24-hour long/eight day sessions in January and June and now four three-hour sessions held on Saturdays throughout the semester. After this past summer’s training, there are more than one hundred faculty and staff that have received Cultural Responsive Training at CCBC.

President's Distinguished African American Lecture Series – The Office of Multicultural Affairs is responsible for sponsoring the PDAAL series in February as part of Black History Month. Guest lecturers in the past have included: Van Jones (CNN correspondent), Isabel Wilkerson (Pulitzer Prize winner), Byron Hurt (using media to effect positive change in the world), Dr. Gloria Hammond-White, and Dr. Freeman A. Hrabowski (UMBC President).

The Office of Multicultural Affairs sponsored several programs that worked to enrich the college and to foster a work and learning environment of civility and inclusiveness. These programs included:

Crossroads Anti-Racism Organizing and Training – the goal of the workshop was to “build awareness of where there may be structural and systematic inequality across the institution and if found, create the desire to dismantle it.” Eleven (11) participants attended the Critical Cultural Competency workshop and twenty-three (23) attended the introduction to Systemic Racism workshop.

Ouch! That Stereotype Hurts - training for our students on understanding the impact of stereotypes and biased statements.

Lessons on Civility, Culture and Race – website for faculty, staff and students to learn about their own cultural values and how those values influence points of view and interactions with others.

Safe Zone Training sessions – this training provides members of the CCBC community to serve as allies to our Lesbian, Gay, Bisexual and Transgender (LGBT) student community. An online LGBT Resource Center has also been created.

Culture, Coffee & Conversation - a series of culturally relevant discussions for students, staff and faculty members

The Office of Multicultural Affairs also celebrates the following:

- National Hispanic Heritage Month
- National Disability Awareness Month
 - Black History Month
- National Women's History Month
- Gay and Lesbian History Month
- Native American Heritage Month

Chesapeake College Cultural Diversity Plan Progress Report for FY 2013

Chesapeake College recognizes and values the importance of diversity among its students, faculty, staff and community. The college campus is committed to creating, nurturing and growing a campus culture and climate that embraces diversity. In 2009, the Diversity Committee was created to ensure staff and faculty continue to work intentionally toward creating diverse student and employee populations, while infusing our curriculum with an international perspective and encouraging an appreciation of cultural differences.

Referencing Senate Bill 438 and House Bill 905, cultural diversity is defined as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. The goals set forth in this plan encompass a broader view of diversity, respecting differences and promoting inclusion of all individuals regardless of race, ethnicity, nationality, culture, gender, age, religion, sexual orientation, socioeconomic status, military service and abilities. "At Risk" student populations include minority, first-generation, educationally-disadvantaged and economically disadvantage students,

The college maintains compliance with the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Higher Education Act, 1998 Amendments), communicating procedures and diligently monitoring to ensure a safe campus climate.

Section 1

Each institution should provide a summary of their institutional plan to improve cultural diversity as required by Education§11-406. Include all major goals, areas of emphasis, and strategy for implementation. Also provide an explanation of how the plan and progress is evaluated. Please indicate where progress has been achieved, and areas where continued improvement is needed.

The college created its first cultural diversity plan in 2009 and reaffirmed its second plan June 2013. Surveys of students and staff were conducted in spring and fall of Academic Year 2012-2013 for the Diversity Committee to evaluate strategic initiatives needed to further a climate of respect. This plan is annually assessed every February and the Diversity Committee reviews progress reports to ensure successful implementation of the plan. By goal, the following progress was reported in fiscal year 2013 for 16 strategies:

- 1.0 Create and sustain an inclusive, welcoming college culture that encourages diversity.
 - 1.1 Incorporate diversity into student orientation and other co-curricular activities.

FY 2013 Progress Report: The Office of Student Life programmed 40 events with attendance and participation of minority students (e.g. 45% of Advocacy Day attendees and 25% of Leadership Academy students were minority students). Two minority students attended a Habitat for Humanity Alternative Spring Break trip. Of the fall 2012 undergraduates enrolled on campus, 3.72% were Hispanic,

14.62% were African American, >1% American Indian/Alaska Native, >1% were Native Hawaiian/Pacific Islander, 1.43% Asian, 1% were multi-races and >1% were Foreign. English Speakers of Other Languages unduplicated headcount was 865 students in FY 2012, which increased by 23% from the previous fiscal year. Sixty-five students were enrolled

1.2 Work with the college's Multicultural Advisory Committee to identify issues of concern/gaps related to diversity.

FY 2013 Progress Report: The minority achievement gap for African American fall 2008 cohort has not narrowed, with a successful-persister rate of 49.4% to all students at 72.3%. Event programming was designed to provide additional support to "at risk" student populations through the Annual Black History Breakfast, raising funds to support economically disadvantage student populations and several college trips to four-year transfer institutions to encourage minority students to continue their education. The college held sessions at regional high schools designed to educate students and parents on the financial aid process.

1.3 Offer college events that increase understanding of other cultural values and customs.

FY 2013 Progress Report: The college held the Annual Black History Breakfast and Student of Color Networking Reception to encourage intercultural dialogue.

2.0 Recruit a diverse student population and provide the appropriate supports to retain that diverse student population while preparing them to meet their academic and career goals.

2.1 Identify new and existing programs that will be attractive to under-served and under-enrolled student populations.

FY 2013 Progress Report: The Academic Enrollment Planning and Assessment Committee reviewed service region data aligned with current academic programming and identified the programming areas of agriculture and landscaping to explore further to determine feasibility. Computer Information Services and Emergency Medical Services programs were identified for expansion.

2.2 Develop strategies, as part of the marketing and recruitment process, to attract the under-served and under-enrolled student populations.

FY 2013 Progress Report: In FY 2013, the middle school awareness and outreach program was emphasized, getting kids to think early on about higher education options. Several middle schools came to the college's main campus, so students could attend college awareness presentations and participate in career exploration activities. Participating middle schools were from Caroline, Kent, Queen Anne's and Talbot counties.

2.3 Review retention, transfer, graduation indicators with specific emphasis on the indicators for under-served and under-enrolled student populations, and develop strategies to assist under-performing student groups.

FY 2013 Progress Report: The 2011-12 fall to fall retention rate for all first-time, degree-seeking students was 61.4% compared to the minority fall to fall retention rate of 50.8%. Four-year successful-persister rates for African American, Asian and Hispanic 2008 cohorts were 49%, 67% and 78% respectively. Four-year graduation-transfer rates for African American, Asian and Hispanic 2008 cohorts were 34%, 67% and 50% respectively. The Asian and Hispanic student cohorts are comprised of less than 50 students. Developmental Student 2008 successful-

persister, for those students who completed their remediation work, was 86.3%. The Success and Interactive Learning (SAIL), First-Generation students' Opportunity for Career and Ultimate Success (FOCUS), and federally funded TRIO Student Support Services (SSS) support groups were enhanced in FY 2013 to assist "At Risk" students achieve their educational goals.

- 2.4 Recruit high-achieving students in under-represented and under-enrolled groups to be featured in college promotional activities and to connect with prospective student both for recruitment and mentoring purposes.

FY 2013 Progress Report: Student success stories are regularly updated on the website and through college publications. In FY 2013, successful minority students were featured in several college advertisements.

3.0 Promote diversity through academic instruction and continuing education.

- 3.1 Evaluate general education course curriculum to assess student learning outcomes of the core competency of cultural diversity.

FY 2013 Progress Report: The General Education Committee evaluated cultural diversity. The curricula map is reviewed in section 2 of this report and class activities are discussed.

- 3.2 Encourage faculty to address diversity in the curriculum.

FY 2013 Progress Report: Referencing curricula map in section 2, no new assessments were done in FY 2013 and all schedule assessments were completed.

- 3.3 Offer continuing education courses on diversity and multicultural issues.

FY 2013 Progress Report: The Division of Continuing Education and Workforce Training continue to adjust programming to appropriately address diversity and multicultural issues. This year the English Speakers of Other Languages program was enhanced to support increasing enrollment. In FY 2011, the college served 702 ESOL students and in FY2012, 885 ESOL students were served (i.e. a 23% annual increase) from 43 countries. The program curriculum was enhanced based on student feedback. During FY 2012, 191 sections were offered in six counties, reaching beyond our local service region.

- 3.4 Present multicultural activities, events and learning opportunities that increase exposure to diverse people, cultures, ideas and viewpoints.

FY 2013 Progress Report: For FY 2013, the college focused on integration for English Speakers of Other Languages to educational and career pathways. For the general public, programming was reviewed and adjusted according to interest.

- 3.5 Develop partnerships designed to extend diversity and multicultural education to the broader community.

FY 2013 Progress Report: The college values its partnership with the Multicultural Taskforce focusing on undergraduate co-curricular activities. In FY 2013, the college developed a new partnership with Caroline County Public Schools and the Mid Shore Community Foundation to expand economically-disadvantaged high school students dually enrolled at the college educational opportunities. The Holt Dual Enrollment Grant provided funding to eleven students in FY2013. Focusing on dually enrolled students, the college also formed a partnership with Talbot County and is working on a partnership for FY 2014 with Queen Anne's County.

3.6 Identify and implement varied teaching approaches to support the learning of diverse populations.

FY 2013 Progress Report: In FY 2013, the college worked on revamping learning goals and strategies for the next five year. As part of a new strategic goal, transforming the student learning experience, a focus will be made on promoting a global perspective to all undergraduate students and provide for faculty professional development opportunities and opportunities to share best instructional practices to support learning in diverse classrooms.

4.0 Recruit, hire, retain and support a diverse workforce.

4.1 Review college policies and procedures to identify if any barriers exist in the recruitment, retention, and promotion of diverse faculty and staff.

FY 2013 Progress Report: College Diversity Key Performance Indicators demonstrate an increase in both minority faculty and minority administrative & professional staff. In FY 2013, the college's attorney evaluated the faculty/staff policy handbook to determine that no barriers currently exist for the recruitment, retention and promotion of faculty and staff. To clarify definitions and policies, College Council revised: Temporary Employment Policy, Flex Time Schedule Policy, Bereavement Leave Policy, Hiring Policy, and the Employment of Relatives Policy. The college also implemented a new policy on Sexual Abuse, Misconduct & Molestation. The college continues efforts to assure a respectful, welcoming environment that is inclusive for all employees.

4.2 Develop cultural diversity appreciation training for faculty and staff.

FY 2013 Progress Report: The college's Diversity Committee reviewed the 2012 Employee Climate Survey results, specific to the attitudes toward diversity and is currently investigating affordable training options for faculty and staff. From the survey, 66% of employees responded that they strongly agree/agree that cultural diversity is evidently important at the college and 59% reported that they strongly agree/agree that college leadership demonstrates a strong commitment toward cultural diversity. Cultural Diversity training is also offered as an optional module through Skill Port, online training software, but currently no employees have completed training in this module.

Section 2

Each institution should describe efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. This section of your report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff and faculty. Focus on both campus-wide and program-specific initiatives.

Please refer to Appendix A, Chesapeake College 2013 Diversity Indicators

Section 3

Each institution should describe efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of your report should detail 1) faculty and training cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.

- 1) *Faculty and training cultural training programs,*
 - a. The college does not have a centralized reporting process for faculty-staff professional development activities. While training was done on an individual basis, no college-wide training sessions occurred in 2013.

- 2) *Curricular initiatives that promote cultural diversity in the classroom,*
 - a. Curricula Map of assessed cultural diversity/ethics competency

The General Education Program outcomes are considered the institution's student learning outcomes. Chesapeake degree programs have the General Education Program embedded into the program requirements. To earn a degree at Chesapeake College, a student has earned approximately 30 credits of program-specific General Education courses. Many of Chesapeake's certificate programs require General Education courses as well.

The Cultural Diversity Curricula Map is presented below to demonstrate which General Education courses in FY 2013 are currently assessing the competency of cultural diversity. The General Education Committee annually reviews assessment results to ensure students assessed are proficient.

Program - General Education - Curriculum Map - Cultural Diversity

Legend: (A)ssessed, (I)ntroduced, (R)einforced

Outcomes	ANT-142	ART-101	BIO-101	BIO-111	CHM-121	COM-101	COM-150	ECN-171	ECN-172	ENG-101	FLM-240	GEO-143	HIS-101	HIS-102	HIS-131	HIS-132	HUM-101
6 - Cultural Diversity - 6.1	A	A	A			A	A	A	A				A	A	A	A	A
6 - Cultural Diversity - 6.2	A	A	A			A	A	A	A				A	A	A	A	A
6 - Cultural Diversity - 6.3	A	A	A			A	A	A	A				A	A	A	A	A

	HUM-110	IDC-201	MAT-113	MAT-115	MAT-140	MAT-200	MAT-204	MUS-101	PED-103	PHY-205
6 - Cultural Diversity - 6.1	A									
6 - Cultural Diversity - 6.2	A									
6 - Cultural Diversity - 6.3	A									

	PHY-215	PSC-150	SCI-102	SCI-110	SCI-111	SCI-141	SCI-142	SOC-161	SOC-162	THE-172
6 - Cultural Diversity - 6.1			A					A	A	
6 - Cultural Diversity - 6.2		A	A					A	A	
6 - Cultural Diversity - 6.3			A					A	A	

6-1 Analyze the similarities and differences of a variety of world cultures.
6-2 Analyze the historical basis of current society.
6-3 Analyze the inter-connectedness of global societies.

3) *Co-curricular programming for students, staff and general public.*

<u>Date</u>	<u>Event</u>	<u>Attendance</u>
9/8/2012	Paul Robson Tribute	185
9/17/2012	Visual Art Show	150
10/5/2012	Baltimore Symphony Orchestra	533
10/6-17/12	Play Auditions	65
10/18/2012	Hall of Fame Dinner	140
10/18/2012	Pepco Holdings	35
10/20/2012	Vintage Car & Truck Show	300
10/21/2012	League of Women Voters	85
10/23/2012	Debate	150
10/28/2012	People to People	155
11/2/2012	Diary of Anne Frank	553
11/7/2012	MD Department of Environment	175
11/9/2012	Mental Health Conference	78
11/12/2012	Veterans Day	65
11/10/2012	Market America	425
11/16/2012	Healthcare Career Day	325

12/1/2012	Queen Anne's Choral	524
12/4/2012	ABE Graduation	138
12/5/2012	College Night	275
12/8/2012	Baltimore Symphony - Messiah	675
12/11/2012	Comedy Night-Students	120
12/14,15/12	Sleigh ride Around the World	1266
12/18/2012	Allied Health Graduation	295
1/5/2013	Market America	325
1/11-13/13	Regional theatre festival MD,PA, NJ,VA	140
2/1/2013	Queen Noir-Children's Theatre	221
2/2/2013	Black History Month Breakfast	102
2/18/2013	Memorial Service	325
2/26/2013	Student Health Speaker	57
2/28/2013	Farm Bureau Banquet	87
3/2/2013	Early Child Care Day	150
3/9/2013	Child Welfare Conference	130
3/12/2013	Grain Conference	50
3/12/2013	PTK	85
	Induction	
3/15/2013	Dance Masters of America	250
3/16/2013	Dance Masters of America	300
3/17/2013	Dance Masters of America	385
3/23/2013	Market America	325
3/26/2013	Jehovah Service for Easter	506
4/3/2013	Solo Circus-Student Government Show	32
4/5/2013	Janet's Planet Children's Theatre	1137
4/11-21/13	Steel Magnolias	235
4/13/2013	Baltimore Symphony Orchestra	523
4/18/2013	MD Comptroller's Office	61
5/4/2013	Step1 Dance 2 rehearsal	70
5/4/2013	Step1 Dance 2 Show-recital	702
5/11,12/13	Movable feast	200
4/12/2013	Vagina Monologues	75
5/12/2013	Triple Threat Dance Showcase	268
5/14/2013	Salute to Middle School Students	150
5/14/2013	Salisbury Graduation	110
5/15/2013	College Choice Awards	127
5/17/2013	Cinderella	810
5/18/2013	Nurses Pinning	350
5/20/2013	HR Service Awards	176
5/22/2013	College Commencement	949
5/23/2001	Wye River Upper School Commencement	110

5/23/2013	St. Peter & Paul HS Commencement	410
5/28/2013	Nutrient Conference	19
5/29/2013	Science Wind Presentation	175
5/29/2013	Chamber Mixer	101
5/29/2013	Sandusky Victim Book Presentation	67
6/2/2013	Jean Marie Dance recital	731
4/12/2013	Vagina Monologues	75
6/8-9/13	Dance Connection	750
6/15/2013	To The Pointe Dance	725
6/29/2013	Rohanna Dance	800
6/17-6/30	Kids on Campus	125

Section 4

If needed, each institution should also describe other initiatives that are central to their cultural diversity plan that are not captured in Sections 2 and 3.

Chesapeake College's 2009-2013 Diversity Plan has just been completed and in FY 2013, the college developed a new 2014-2018 Diversity Plan approved by the Board of Trustees June 2013. This plan is attached as Appendix B.

**Chesapeake College
2012 Diversity Indicators**

Student Characteristics (contextual indicators)

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
A. Percent of credit students enrolled part time	62.0%	61.0%	62.0%	66.6%	65.4%
B. Students with developmental education needs	78.0%	73.9%	68.4%	78.8%	77.2%
		Spring 2006	Spring 2008	Spring 2010	Spring 2012
C. Percent of credit students who are first-generation college students (neither parent attended college)		30.1%	40.8%	32.3%	37.1%
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	132	440	501	702	865
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
E. Financial aid recipients					
a. Percent of credit students receiving Pell grants	21%	25%	32%	38%	40%
b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	38%	41%	47%	51%	52%
		Spring 2006	Spring 2008	Spring 2010	Spring 2012
F. Credit students employed more than 20 hours per week		67.2%	64.0%	57.6%	54.4%
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
G. Student racial/ethnic distribution					
a. Hispanic/Latino	1.75%	1.86%	2.67%	3.15%	3.72%
b. Black/African American only	14.76%	17.61%	16.41%	16.87%	14.62%
c. American Indian or Alaskan native only	0.50%	0.35%	0.81%	0.40%	0.30%
d. Native Hawaiian or other Pacific Islander only	NA	NA	0.10%	0.07%	0.19%
e. Asian only	1.30%	1.23%	1.12%	1.31%	1.43%
f. White only	81.31%	78.12%	74.70%	74.28%	76.17%
g. Multiple races	NA	NA	1.08%	1.51%	0.98%
h. Foreign/Non-resident alien	0.08%	0.18%	0.51%	0.47%	0.71%
i. Unknown/Unreported	0.3%	0.7%	2.6%	2.0%	1.50%
	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
H. Veteran credit students	20	51	56	70	78
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
I. Credit students by gender					
Male	838	947	977	1,012	942
Female	1,784	1,909	1,979	1,970	1,718

Performance Indicators

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2014 Cohort
1 Fall-to-fall retention						
a. Developmental students	54.5%	58.9%	54.5%	55.5%	50.6%	60.0%
b. College-ready students	59.2%	67.4%	59.5%	61.9%	62.7%	70.0%
	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2011 Cohort
2 Developmental completers after four years	37.0%	40.0%	43.0%	45%	42%	45.0%
	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2011 Cohort
3 Successful-persister rate after four years						
a. College-ready students	86.0%	83.0%	82.0%	80.0%	85.6%	85.0%
b. Developmental completers	83.0%	80.0%	76.0%	84.3%	86.3%	75.0%
c. Developmental non-completers	46.0%	37.0%	35.0%	55.0%	40.0%	Not Applicable
d. All students in cohort	70.0%	69.0%	65.0%	77.5%	72.9%	65.0%
	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2011 Cohort
4 Graduation-transfer rate after four years						
a. College-ready students	71.0%	67.0%	64.0%	64.0%	66.9%	65.0%
b. Developmental completers	52.0%	44.0%	45.0%	51.0%	52.7%	55.0%
c. Developmental non-completers	21.0%	25.0%	18.0%	18.0%	28.3%	Not Applicable
d. All students in cohort	44.0%	43.0%	41.0%	45.0%	49.8%	45.0%

**Chesapeake College
2012 Diversity Indicators**

Performance Indicators

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
5 Minority student enrollment compared to service area population						
a. Percent nonwhite enrollment	18.3%	21.0%	23.1%	23.9%	22.1%	19.0%
b. Percent nonwhite service area population, 18 or older	18.8%	18.9%	19.6%	18.1%		Not Applicable
						Benchmark Fall 2015
6 Percent minorities of full-time faculty	10.9%	10.2%	5.3%	6.7%	9.0%	12.0%
						Benchmark Fall 2015
7 Percent minorities of full-time administrative and professional staff	11.1%	12.2%	13.5%	12.5%	21.0%	15.0%
						Benchmark Fall 2009 Cohort
8 Successful-persister rate after four years						
a. African American	57%	64%	35%	58%	49%	50.0%
b. Asian, Pacific Islander	<50	<50	<50	<50	<50	Not Applicable
c. Hispanic	<50	<50	<50	<50	<50	Not Applicable
Note: Not reported for groups with < 50 students in the cohort for analysis.						
						Benchmark Fall 2009 Cohort
9 Graduation-transfer rate after four years						
a. African American	33%	39%	24%	23%	34%	40.0%
b. Asian, Pacific Islander	<50	<50	<50	<50	<50	Not Applicable
c. Hispanic	<50	<50	<50	<50	<50	Not Applicable
Note: Not reported for groups with < 50 students in the cohort for analysis.						

Chesapeake College's FY2014-2018 Cultural Diversity Plan

Chesapeake College recognizes and values the importance of diversity among its students, faculty, staff and community. We are committed to creating, nurturing and growing a campus culture and climate that embraces diversity. We believe it is important to work intentionally toward creating diverse student and employee populations, while infusing our curriculum with a international perspective and encouraging an appreciation of cultural differences.

The college created its first cultural diversity plan in 2009 and reaffirmed its second plan June 2013. The Diversity Committee, comprised of cross-divisional representation, was created in 2009 to ensure for successful implementation of the college's Diversity Plan. Surveys of students and staff were conducted in spring and fall of 2013 for the Diversity Committee to evaluate strategic initiatives needed to further a climate of respect. Referencing Senate Bill 438 and House Bill 905, cultural diversity is defined as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. The goals set forth in this plan encompass a broader view of diversity, respecting differences and promoting inclusion of all individuals regardless of race, ethnicity, nationality, culture, gender, age, religion, sexual orientation, socioeconomic status, military service and abilities.

The college maintains compliance with the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Higher Education Act, 1998 Amendments), communicating procedures and diligently monitoring to ensure a safe campus climate.

1.0 Promote diversity through academic and continuing education instruction to create and sustain an inclusive, welcoming college culture.

1.1 Evaluate general education course curriculum to annually assess student learning outcomes of cultural diversity and ethics competencies.

Assignment: General Education Committee

Start Year: 2014

End Year: 2018

1.2 Enhance continuing education offerings on diversity and multicultural issues.

Assignment: Dean for the Division of Continuing Education and Workforce Training

Start Year: 2014

End Year: 2018

1.3 Offer a variety of multicultural activities, events and learning opportunities that increase exposure to diverse people, cultures, ideas and viewpoints to the general public.

Assignment: Division for Events Management, Dean for the Division of Continuing Education and Workforce Training, Student Life Director, Director of Multicultural Activities

Start Year: 2014

End Year: 2018

1.4 Expand and enhance partnerships designed to extend diversity and multicultural education to the broader community.

Assignment: Vice President for Student Success and Enrollment Services, Vice President of Academic Affairs and Economic Development, Dean of Continuing Education and Workforce Training, Academic Deans, Director of Multicultural Activities

Start Year: 2014

End Year: 2018

1.5 Faculty share best practices on varied teaching approaches to support the learning of diverse populations.

Assignment: Vice President of Academic Affairs and Economic Development, Professional Development Committee

Start Year: 2014

End Year: 2018

2.0 Recruit and provide the appropriate supports to retain a diverse student population.

2.1 Evaluate and improve academic programs to close the minority achievement gap.

Assignment: Vice President of Academic Affairs and Economic Development, Vice President of Student Success & Enrollment Services, Academic Deans

Start Year: 2014

End Year: 2018

2.2 Evaluate strategies of the college's Marketing Plan to ensure successful implementation and that it adequately addresses under-served and under-enrolled (e.g. male, low-income, first-generation, minority) student populations.

Assignment: Vice President of Student Success & Enrollment Services, Dean for Recruitment Services, Public Information Director, AEPAC Committee

Start Year: 2014

End Year: 2018

2.3 Evaluate student support programs (e.g. SAIL, FOCUS, Academic Support, TRIO) to ensure adequate support services are provided for "AT RISK" student populations (e.g. Veterans, adult learners, English speakers of other languages (ESOL), under-prepared, low-income, minority, first-generation, students with disabilities).

Assignment: Dean for Retention Services, Dean of Learning Resources, Assistant Registrar, Director of Student Support Services, Director of Academic Support

Start Year: 2014

End Year: 2018

2.4 Evaluate academic pathways to credit courses and support needs of English Speakers of Other Languages (ESOL) students.

Assignment: Dean of Continuing Education and Workforce Training, Vice President of Academic Affairs and Economic Development, Academic Deans, Dean of Learning Resources

Start Year: 2014

End Year: 2018

3.0 Recruit, hire, retain and support a diverse workforce.

3.1 Evaluate college policies and procedures to identify if any barriers exist in the recruitment, retention and promotion of diverse faculty and staff.

Assignment: Director of Human Resources

Start Year: 2014

End Year: 2018

3.2 Implement cultural diversity appreciation training for faculty and staff.

Assignment: Director of Human Resources

Start Year: 2014

End Year: 2018



July 25, 2013

Dr. Danette Gerald Howard
Interim Secretary of Higher Education and Director - Research Analysis
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401

Dear Secretary Howard,

Chesapeake College Board of Trustees submits Chesapeake College's *FY2013 Cultural Diversity Plan Progress Report*, reviewed and approved July 25, 2013. As part of this year's progress report, the college's Diversity Committee presents a new College Diversity Plan, 2014-2018. This college committee conducts internal resource inquiries to ensure successful implementation of the college's plan and through this report, presents a summary of analysis of progress achieved in fiscal year 2013.

The college's board, administration and staff are committed to the successful implementation of the goals outlined in our Cultural Diversity Plan. If you have questions or need additional information, please contact Kim Miller at (410) 827-5859.

Sincerely,

A handwritten signature in dark ink that reads "M. Catherine Poe". The signature is fluid and cursive, with a large loop at the end of the last name.

M. Catherine Poe
Chair, Board of Trustees
Chesapeake College

Enclosure

A Comprehensive Regional Community College

P. O. Box 8 • Wye Mills • MD 21679 • 410-822-5400 • 410-758-1537 • 410-228-4360 • Fax: 410-827-5875

Research has shown that campus diversity initiatives have a positive effect not only on the interactions between dominant culture students and non-dominant culture students on campus, but also contribute to increased levels of institutional satisfaction, involvement and academic growth for all students.

Section I: The Diversity Strategic Plan

The Diversity Strategic Plan includes four goals: Goal 1) Produce culturally competent students, Goal 2) Employees will be culturally competent, Goal 3) The diversity of College employees will mirror the representation of historically underrepresented students at FCC, and Goal 4) Students will achieve equitable outcomes.

Goal 1 of the plan states that FCC will produce culturally competent students. The four objectives under this goal cover the curriculum, co-curriculum and Continuing Education, assessment, and the campus environment. Goal 2 of the Diversity Strategic Plan states that employees will be culturally competent and focuses on achieving a common understanding of terminology and making cultural competence a necessary skill for all faculty and staff. Goal 3 of the Diversity Strategic Plan states that the diversity of College employees will mirror the representation of historically underrepresented students. Objectives under this goal also address establishing FCC as a leader in cultural diversity, and assuring that FCC policies, procedures and practices promote inclusion. Goal 4 of the Diversity Strategic Plan states the students will achieve equitable outcomes. Goal 4 emphasizes reviewing data to develop strategies that allow all students to achieve equitable outcomes by providing access to programs and resources that significantly improve life opportunities, meeting MHEC benchmarks for success, and demonstrating high achievement. The plan's progress is monitored by the Diversity Office, Diversity Strategic Planning Committee, and the FCC/Community Diversity Committee.

The narrative that follows indicates the success FCC has achieved through the implementation of the diversity strategic plan. Continuous improvement in this area is a necessity. The following are areas in which improvement is suggested under each of the four goals.

Goal One:

- 1) Continue work on infusing multicultural and global perspectives in the curriculum.
- 2) Continue and expand professional development for faculty in area of culturally responsive pedagogy.
- 3) Continue refinement of outcomes assessment process for cultural competence.
- 4) Schedule regular assessments of students' perceptions of the campus climate.

Goal Two:

- 1) Create a comprehensive professional development plan that increases levels of cultural competence for all employees.
- 2) Determine college-wide vision for next iteration of cultural diversity/inclusion plan.
- 3) Continue utilization of the Intercultural Development Inventory in the assessment of cultural competence of employees.

Goal Three:

- 1) Revisit recruitment and search processes.
- 2) Maintain partnership with the Preparing Future Faculty program of Howard University and explore relationship development with other HBCUs.
- 3) Develop strategies for retention of employees-of-color retention by conducting focus groups that explore their perceptions of campus climate.
- 4) Continue broadening outreach to diverse communities within Frederick County.

Goal Four:

- 1) Continue emphasizing the use of data to measure student success.

Section 2: Efforts to increase numerical representation of traditionally underrepresented groups among employees and students.

The diversity strategic plan does not contain a specific goal to increase the diversity of the student population due to FCC's success at recruiting a student body more diverse than the county. FCC continues to place emphasis on recruitment, support, and retention of culturally diverse students.

African American enrollment in spring 2013 was 14% of the student body, Latino enrollment was 8%, a growth of 48% since spring 2012. Asian student enrollment declined somewhat in spring 2013. Students of color now comprise 27% of FCC's student population.

Progress on hiring a more diverse workforce continues. FCC strives to broaden its outreach to various key constituents including members of historically under-represented populations. Emphasis is placed on targeting advertising to diverse populations, using technology to enhance and expand the HR web presence, and improving search processes. These efforts have enabled the College to advance its goal of increasing the representation of historically underrepresented groups among College employees.

Advertising efforts continue to include a wide variety of mixed media including print and online publications serving communities of color. Advertisements may consist of industry specific media such as Minority Nurse Magazine or national publications including the Hispanic

Outlook, and Diverse Issues. Many other recruitment advertising partners offer additional services which expand FCC job announcements into various diversity networks. For example, FCC maintains an annual subscription with HigherEdJobs.com whose Affirmative Action Emails are sent weekly to 248,900 job seekers who have asked to receive job listings from employers actively recruiting candidates in accordance with affirmative action or diversity plans.

The College tries to showcase its diversity as another means of attracting a broader pool of diverse candidates. FCC's public Human Resources website highlights College faculty and staff diversity with profiles of current employees. The profiles are updated periodically and include brief testimonials that describe why FCC is a great place to work. The website also provides links to community resources for prospective applicants as well as demographic data for FCC and the County.

FCC's search process continues to follow a holistic approach in which applicants are evaluated based on three dimensions that include capability, commitment, and chemistry. Search committee composition is approved by each Vice President and consists of at least one employee of color as further evidence to employees and applicants of the College's commitment to diversity and inclusion.

Another objective as part of goal three is to collaborate with historically black colleges and universities in an effort to recruit faculty of color. Entering its fourth year, the College in partnership with Howard University, continues to support paid FCC pre-faculty internships for doctoral students participating in Howard's Preparing Future Faculty (PFF) program.

Interns teach two three-credit courses per semester and are expected to participate in College activities by attending new faculty orientation and other professional development events, attending College committee meetings, holding office hours, and attending all departmental meetings. FCC's goal is to provide a genuinely positive teaching experience at the community college level to these doctoral students, many from traditionally under-represented groups, who will consider applying for future full-time faculty vacancies at FCC when there are openings in their respective disciplines.

Part 3 – Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus: Faculty and staff cultural training, curricular initiatives that promote cultural diversity in the classroom and, co-curricular programming.

The FCC Diversity Strategic Plan was created based on the concept that increasing levels of cultural competence among staff and students will contribute to a more inclusive and welcoming campus climate that offers every student and employee the ability to maximize potential while minimizing the conflict that sometimes results from unmanaged diversity. At its heart, the

plan's foundation is based on the need to develop greater and greater levels of cultural competence – for College employees and students.

The College defines cultural competence as a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

As part of the college's degree requirements, students must complete a class that is designated a cultural competence course. The College believes that cultural competence is a necessary requirement for living and working in a diverse democratic society. Cultural competence courses expose students to the knowledge and skills necessary to participate effectively in dynamic, evolving multicultural contexts. The list of courses that meet this requirement for students continues to grow.

The International Education Committee, under the leadership of the International Education Coordinator, resumed meetings in an effort to further the work begun in internationalizing the campus. All areas of the College are represented on the committee. To ensure a common language, The International Education Committee (IEC) adopted the following terms used by the American Council on Education (ACE) in its reports: Global learning, international, intercultural, internationalization, and multicultural education. Utilization of this specific and recognized vocabulary that is supported by research and recognized nationally and globally will ensure college understanding when discussing topics specific or related to implementation of initiatives.

As part of the effort to infuse multicultural perspectives in the curriculum, specifically Asian perspectives, the College participated in Thinking through Cultural Diversity: Bridging Cultural Differences in Asian Traditions, which is a three-year project funded by the National Endowment for the Humanities. With a focus on China and Southeast Asia, the project participants explore how the arts, literature, knowledge systems, religious traditions and trade serve as cultural bridges. Participants also explore how Asian perspectives on cultural difference might complement those that are prevalent in American undergraduate classrooms. In April, the FCC faculty participants hosted a Faculty workshop, which included participants from two other community colleges, entitled Engaging Asia: Thinking through Cultural Diversity in Asia presented by Dr. Patricia Sloane-White. FCC faculty engaged in the project will develop a 3-day faculty and curriculum development workshop, followed by an online conference in the first half of 2014 that will feature project-related research and finally, will develop course modules that incorporate project themes.

FCC continues to participate in the Maryland Community College International Education Consortium (MCCIEC) which allows students to participate in FCC's and other community colleges' study abroad programs. FCC's Russia Study Abroad program will escort a group of students to Russia in summer 2013.

In terms of co-curricular activities that support diversity, the Office of Student Engagement provides opportunities for diversity training for FCC's student leaders. Diversity programs are offered at student government retreats, at state affinity group student leadership conferences, and at the annual professional association student leadership conference. In addition, students who sign up for the Leadership Legacy program and the Phi Theta Kappa Leadership Development courses also experience units on diversity and global and cultural competence.

The College also offers a robust calendar of events as part of its co-curricular day. This year's diversity-related activities included feminist sociologist Michael Kimmel who presented a thoughtful and engaging commentary on masculinity to students as part of co-curricular day activities. Other events included:

- 1) Dr. Patricia Sloane-White, Associate Professor of Anthropology and Director of Islamic Students who shared her perspective of anthropology as a chance to enlarge students' view of the world and to help them understand some of the cultural, economic, historical and religious forces that have shaped and will continue to shape the world.
- 2) Derreck Kayongo, global health leader, social entrepreneur and founder of the Global Soap project shared his story of civil war in Uganda and his quest for a better life in America. Kayongo shared his inspirational story of emerging from homelessness and living in a refugee camp to creating a mission to help save the lives of millions of children in developing countries.
- 3) Will Allen, pioneering urban farmer and author of *The Good Food Revolution*, shared his personal journey as the leader of a grassroots movement that is changing the way our nation eats. 15 students attended a breakfast in his honor and had the opportunity to network directly with the author, who has created internship opportunities for students who wish to aid in the work of feeding the poor and building urban food gardens.
- 4) Keith Boykin is editor of *The Daily Voice* online news site, a CNBC contributor, a BET TV host, and a New York Times best-selling author of three books. Educated at Dartmouth and Harvard, Boykin attended law school with President Barack Obama and served in the White House as a special assistant to President Bill Clinton. A founder and first board president of the National Black Justice Coalition, Boykin authored, "*For Colored Boys Who Have Considered Suicide When the Rainbow is Still Not Enough: Personal Writings about Confronting Life's Obstacles and Believing in Yourself*," talked about the crisis of youth development and suicide in the black community, specifically among young gay men of color.
- 5) Sonia Shah, investigative journalist & author of critically acclaimed and prize-winning books on science, human rights, and international politics, spoke of her Indian immigrant roots and the development of her life-long interest in inequality between and within societies as a result of being shuttled between the northeastern United States where her

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parents practiced medicine and Mumbai and Bangalore, India, where her extended working-class family lived.

- 6) In addition, the Center for Student Engagement in partnership with the United Way of Frederick County, hosts an annual Poverty Simulation, which brings together non-profit agencies that serve the poor in the community with students, faculty and staff for an experiential interactive simulation of what the poor deal with on an average day. Over 100 students participated in this dynamic program.
- 7) The musical lunch series continues to expose the FCC community to music and dance from different cultures during a lunchtime venue.
- 8) The FCC Gay, Lesbian, Bisexual and Transgender (GLBT) group hosts the annual alternative prom, open to students from Frederick County Public Schools as well as local college students, and offers a safe and welcoming place for GLBT students and allies to experience a traditional high school/college prom experience.

The foreign language department also offers a number of intercultural activities for students that this year included a lecture by Towson University's Professor Kimberly Katz entitled, "The Role of Diaries in Palestinian Social History." In addition, the Catocin Center for Regional Studies, a joint project between FCC and the U.S. Park service that was established to study the history and culture of Central Maryland, sponsored a conference that was open to the public and to FCC students entitled, "In Search of Freedom: African Americans in the Civil War."

In response to one of the objectives in the Diversity Strategic Plan to increase the involvement of international students in college life, the College sponsored its First International Celebration. English as a Second Language and international students from FCC representing approximately 70 countries participated. Attired in cultural dress, students provided information about their countries of origin, danced, sang, and showed their arts for a standing-room-only audience.

Student volunteers from English as A Second Language and foreign language classes also volunteered at FCC's annual Latino Festival in the fall which drew over 1500 participants from the community.

Professional Development and Training: To increase the cultural competence of its employees, the College offers a few mandatory training activities and several that are voluntary.

Every new employee must participate in new employee orientation and an overview to diversity at FCC is part of that mandatory orientation. In addition, new administrators and new faculty must participate in a year-long New Administrator and New Faculty Orientation. Both groups jointly participate in a lengthier and mandatory cultural competence workshop. This year, new faculty were also required to take the Intercultural Development Inventory (IDI) which measures cultural competence along a developmental scale based on the Developmental Model of Intercultural Sensitivity created by Milton Bennett. Each faculty member received an hour-long

guided development session that presented them with their results, its implications for their work, and an extensive personal development plan to guide their advancement in this area. Under the guidance of the Center for Teaching and Learning, this training was followed in the remaining faculty orientation sessions with additional tips for promoting cultural sensitivity and culturally responsive teaching.

In addition, an additional 20 faculty and staff took the IDI. Each person received a one-hour guided development session with the Director of Diversity. Each person was presented with his or her developmental orientation that described their level of cultural competence and a plan for the further development of his or her cultural competence.

Four voluntary professional development cultural competence/diversity awareness opportunities are offered regularly each semester by the Office of Diversity for staff and faculty who wish to optimize their cultural competence. At least four contact hours are devoted each semester to one topic. Fall 2012 was spent reading the book *Second Son*, a memoir by Ryan Sallans that chronicles his experiences discovering his true identity and transitioning from female to male.

In spring 2013 thirty five participants read the book *35 Dumb Things Well-Intended People Say: Surprising Things We Say That Widen the Diversity Gap* by Dr. Maura Cullen. This book provided an excellent opportunity for dialogue among staff and faculty about real issues of inclusion and exclusion on campus.

In addition, other campus events are open to staff and faculty. Many of these are offered by the Office of Student Engagement, the Institute for Learning in Retirement, the Women's Center, etc. The Human Resources Office sponsored a training event on conflict resolution and respect in the workplace.

The College maintains links and supports the initiatives of many community organizations in Frederick. The Director of Diversity was the keynote speaker at the Negro Business and Professional Women's Martin Luther King, Jr. Breakfast Celebration. The College continues to support the works of the Asian Cultural Center, the Human Relations Commission, the County Human Relations Department, the NAACP, Education that is Multicultural at the Frederick County Public Schools, activities sponsored the Kappa Alpha Psi fraternity, and the Latino community through its collaboration with groups to sponsor its annual Latino Festival. The Executive Director of Assessment and Research attended the 2013 Commission on the Status of Women conference at the United Nations and presented a summary of the event to the Frederick County League of Women Voters on its international night.

The State Diversity Plan notes the importance of closing the achievement gap among students and states, "the persistence of these educational achievement gaps imposes on the United States

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the economic equivalent of a persistent national recession.” FCC made a commitment to close the achievement gap between students of color and its students in general. Goal four of the FCC Diversity Plan emphasizes “reviewing data to develop strategies that allow all students to achieve equitable outcomes by providing access to programs and resources that significantly improve life opportunities, meeting MHEC benchmarks for success; and demonstrating high achievement.” FCC achieved one out of three of its diversity benchmarks in alignment with Goal 4 of the Diversity Strategic Plan. FCC strives to promote both accessibility and achievement of historically under-represented student and staff populations.

- The successful-persister rate after four years is higher for African American students (79%) than Hispanic (77%) and all students combined (77%),
- The graduation-transfer rate after four years for African American (65%) is similar to all students (65%) and seven percent lower for Hispanic students (58%),
- Frederick Community College now enrolls proportionately more minority students (27%) than similar residents who live in its service area (20% based on last year’s census data),
- There was a decline in the percentage of minority full-time faculty from fall 2010 (13%) to fall 2011 (12%) and both are lower than the 2015 benchmark (15%),
- The percentage of minority full-time administrative and professional staff from fall 2011 (19%) compared to fall 2011 (18%) is one percent higher, however, lower than the 2015 benchmark (20%). The College has a robust recruitment and search process designed to increase the racial and ethnic diversity of staff and faculty.

In terms of successful-persistor rates and graduation-transfer rates, the achievement gap has been bridged for African American students and almost bridged for Hispanic students as reported in indicators 21 and 22 of the Accountability Report.

The Office of Multicultural Student Services provides a comprehensive academic and social development support program that addresses the academic and career needs of diverse student populations. The program utilizes a holistic model of five key elements to develop successful students: setting high academic standards, providing leadership training, participating in community outreach, exposing students to dynamic cross cultural experiences, and providing a culturally mediated academic support system.

The acute need to close the achievement gap for students of color is evident from the disparities in developmental education course completion. To facilitate activities and services that foster student success and to accommodate the increased needs of Frederick Community College’s growing student population, the College has expanded existing intervention efforts of the

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Multicultural Student Services program for first year minority students who have been identified as at-risk with the creation of the Partnership to Achieving Student Success (PASS) program.

The PASS program is a year-long comprehensive program that provides pro-active and intensive student support services to a cohort of students of color, low-income and academically at-risk students. The program meets two critical needs, improving the persistence rates and grade point averages of students in the cohort. The PASS program is designed to increase the recruitment, enrollment, graduation and transfer rates of students of color, low-income and academically at-risk students. Components of the PASS program include a Summer Bridge Academy, peer mentoring, case management, and workshops. The Summer Bridge Academy, coming into its third year, supports sixty first-year students who test into two or more developmental classes. Selected participants participate in a two-week non-credit, intensive study skills and college readiness program in the subject areas of developmental reading, math and writing. Students attend classes Monday through Thursday from 8:30 am to 1:00 pm. The curriculum for the Summer Bridge Academy is designed and taught by the Multicultural Student Service Director, two Success Counselors, and three academic faculty who teach in the areas of developmental education. Additionally, participants work with peer mentors, receive an introduction to college resources, meet faculty and staff, participate in a service learning project, and participate in career exploration workshops. These efforts are made possible by College Access Challenge Grant Program administered by the Maryland Higher Education Commission.

The Partnership to Achieving Student Success (PASS) program funding was renewed this past year. The renewed funding will help establish a winter bridge program that extends the college's summer bridge program. Eligible students will receive supplemental math, reading, and writing instruction and engage in enrichment and team-building opportunities that acclimate them to campus culture.

Additionally, the college has partnered with the Frederick County Commission for Women to implement the Woman to Woman mentoring program that targets area women aged 18 – 35 for mentorship and provides personal and professional guidance about career, education, and family concerns in an effort to improve their life prospects and success.

Section 4: Other Initiatives Central to the Diversity Plan

Frederick Community College underwent a college-wide effort to craft a new institutional strategic plan based on a complex and complete environmental scan. After considerable internal scanning and processing, the strategic plan was approved by the Board of Trustees on February 20, 2013. The plan reaffirms diversity as one of FCC's core values and places the diversity of its student body at the core of its new mission statement, "With teaching and learning as our

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primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities.”

One of the goals in the new strategic plan is to enhance access, support, and opportunities that meet the needs of diverse and changing populations. Strategic objectives listed under this goal are to 1) increase the diversity of the student and employee base, 2) infuse global perspectives into programs and services, 3) enhance an inclusive climate for students and employees, and 4) develop and implement policies and procedures that enable efficient access for all students.

In spring 2013 the Personal Assessment of Campus Climate (PACE) survey was administered to all employees of FCC. With a 43 % completion rate, the results of the survey are available and will be followed up in fall 2013 using appreciative inquiry to conduct focus groups that will delve deeper into employee attitudes. Reported by employees at FCC and ranked as one of the top six areas of excellence at FCC is the statement, “the extent to which student ethnic and cultural diversity are important at this institution.”

The new strategic plan and the results of the PACE survey will serve as the foundation for crafting the next version of the FCC Strategic Diversity Plan. Work on the new plan should commence in the spring or summer of 2014.



HAGERSTOWN COMMUNITY COLLEGE

CULTURAL DIVERSITY PLAN

2013

MESSAGE FROM THE PRESIDENT

Hagerstown Community College values the benefits of diversity and is committed to creating a community that recognizes the value and uniqueness of each person. Everyone in the College community - students and employees alike - grow scholastically and personally as they understand, enjoy and, ultimately, respect varying views and cultures.

Our world rapidly changes and expands. A study of future trends clearly indicates that the environment in which we live is rapidly becoming increasingly multicultural, multiethnic, and diverse. The globalization of U.S. economy, technology, and the changing demographics of the U.S. population are indicators that our future will differ greatly from our past. We have the responsibility to prepare our students for success in this changing world. Instilling in them the appreciation of peoples' similarities and differences fosters positive values. In addition, productive citizenship requires learning environments that reflect the multicultural, multiethnic, and diverse character of our nation today and tomorrow. As an institution of higher education, we respect the variety of ideas, experiences, and practices that such diversity entails. Knowledge is the tool that contributes to the understanding and celebration of diversity as it provides a vehicle to help those who feel marginalized to voice their concerns.

This plan will help guide changes in campus policies and procedures, with the values of equal access and equal treatment for all as the foundations. The ultimate goal is to make HCC a more inclusive and inviting place. For successful implementation, the elements of this plan must integrate into core structures, annual and strategic planning, and student learning goals. Accountability at all levels is critical for real change in campus culture. All members of the college community – the Board of Trustees, administration, faculty, and staff - have the opportunity and responsibility to support the college's strategic initiatives to weave diversity into the fabric of the institution.

This plan represents HCC's commitment to provide an atmosphere of cultural diversity, equal opportunities for employment and access to education and training. Progress toward achieving the goals herein will strengthen the college as a whole. Your support and participation in this important endeavor is welcomed and is critical in fulfilling this important part of our mission.

Guy Altieri, Ed.D.
President
Hagerstown Community College

INTRODUCTION

Diversity can be defined in a wide variety of ways. For the purpose of this plan, “diversity” is defined as the recognition, appreciation and understanding of individual, group, and cultural similarities and differences that include, but are not limited to age, abilities and disabilities, ethnicity, language, gender, race, nationality, religion, socio-economic status, veteran status, and sexual orientation.

The changing demographics and globalization of the nation’s economy give impetus and focus to the “open door” mission of community colleges. Hagerstown Community College (HCC) strives to create a climate that supports individual rights and respects diverse cultures, backgrounds, and ideas. Creating such a climate has positive effects, such as improving attitudes and tolerance toward diverse groups, institutional satisfaction, increased involvement, and academic growth as we work together, learn together, and live together. The legal and political context that shapes diversity planning has changed dramatically over the decade. Evolving laws and social policy are going beyond the “numbers.” For example, Education Article 11-406, passed by the Maryland General Assembly in 2008, requires all institutions of higher education in the state to develop cultural diversity programs on campus.

Issues of diversity permeate many aspects of a campus environment and each is connected with the others. Unless incorporated into core structures of the College through strategic planning efforts, little will change substantively and diversity initiatives will be insignificant and vulnerable. Simply recruiting a more diverse student body without attending to other aspects of campus life, such as intergroup relations, curricular change, faculty and staff professional development, and diversifying faculty and staff, can result in difficulties for traditionally under-represented students. Comprehensive institutional change and integrated efforts in these areas provide positive educational outcomes and benefits for all – students and employees alike.

This plan represents the good faith efforts and commitment of the President, the Board of Trustees, staff and faculty to provide an atmosphere of acceptance and respect for cultural diversity and equal opportunities for education, training and employment. HCC’s equal employment opportunity policy statement is in Appendix A and applicable laws are found in Appendix B.

The College’s Mission, Vision, Values and Policy

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. The mission, vision, values and policy statements encourage and support diversity in the personal, professional and scholastic development and enrichment of all in the College community.

Mission

HCC is a state and county supported comprehensive community college. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement,

general and continuing education, as well as student and community service. It is part of the College's mission to promote and deliver educational excellence within a learning community environment and to foster regional economic and cultural development through community service and collaboration. The College is charged to provide high quality education at a reasonable cost to meet the post-secondary educational needs of the citizens of Washington County and the surrounding region. The College believes in and teaches the ideals and values of cultural diversity and a democratic way of life and seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, and the value of continuing education.

Vision

HCC will be a learner-centered, accessible, life-long learning institution dedicated to student and community success. We will maintain a wide spectrum of college programs and services, with a special emphasis on teaching excellence as measured by verifiable student academic achievement. We are committed to staff success through planning and learning, shared campus governance, the promotion of internal and external partnerships, and making the necessary strategic changes that will assure we successfully address our mission - the purpose, functions, and values of the College.

Values

The College believes in and teaches the ideals and values of cultural and racial diversity and a democratic way of life. HCC also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, strength through diversity, and the value of continuing education and life-long learning.

Diversity Policy

Committed to a policy of cultural diversity and openness in preventing any form of discrimination, HCC's Board of Trustees approved in 2009 the Anti-Discrimination Policy. The College proactively through this policy is committed to preventing harassment and providing a genuine learning environment that is receptive to all views and backgrounds. Also addressed in the Code of Student Conduct, the College does not tolerate any language, action or behavior that is hostile to others. All students have the right to be free from unlawful intimidation or coercion, negative stereotyping and racial, gender or cultural slurs.

The College's Service Area

Being a leader in the community, HCC takes very seriously its commitment to recruiting students and employees of diverse backgrounds. Based upon 2010 census data and 2012 population estimates from the U.S Census Bureau, Washington County became more racially and ethnically diverse from the years 2000 through 2010, though it is still primarily white and non-Hispanic. Minority groups, which made up about 10 percent of Washington County's population in the year 2000, now comprise about 15 percent of the population. The largest minority group in the county is that of blacks or African Americans increased, which accounts

for almost 10 percent of the total population. When the Hispanic ethnicity is added, the minority population increases to 19 percent. The number of Hispanic residents during the decade grew by 225 percent, which was the highest growth percentage of all ethnic and racial groups, for a total of 3 percent of population. The U.S. Census Bureau's 2012 estimates of population by race for Washington County follows in Table 1.

Table 1
Washington County, Maryland Population by Race/Ethnicity

Race	Washington County	
Population*	149,180	
White	127,097	85.0%
Black or African American	15,545	10.2%
Two or More Races	3,695	2.4%
Asian	2,332	1.5%
American Indian and Alaska Native	420	0.3%
Native Hawaiian and Other Pacific Islander	91	0.1%
% Non-white (excludes Hispanics)	22,083	15.6%
Hispanic (of any race)	4,578	3.6%

*2012 MD Populations Estimates, U.S. Census Bureau

STRATEGIC PLANNING

Hagerstown Community College is an inclusive college community that respects and values diversity. Originally written in 2004, HCC's 2012 Strategic Plan has always incorporated strategic goals and action plans for a diverse student body and workforce. The 2012 Strategic Plan addresses the importance of diversity by establishing specific goals, objectives and action plans, *which the College adopted as goals for its Cultural Diversity Plan*. HCC annually updates through the unit planning process its strategic plan, revising and adding objectives and action plans as institutional priorities change or are added.

Bulleted below each relevant goal are updates regarding progress made over multiple years, including 2012, the Plan's final year.

2012 Strategic Plan:

Strategic Goal 2 - Promote Teaching Excellence and Maintain a Responsive and Dynamic Curriculum

- 2.6 Create a learning environment that is respectful of multicultural values
- Student clubs oriented toward increasing awareness of diversity, ethnicities and cultures include the Black Student Union, International Club, and Veteran's Club

Strategic Goal 3 - Maintain Proactive Enrollment Management, Student Support Services, and Marketing Strategies

- 3.1 Develop and maintain strategies to increase the number and diversity of student enrollments
- 3.2 Increase the retention of students who have not completed their educational goals
- 3.4 Serve a diverse array of students in all mission based areas, providing special services to reach out to underserved populations
 - Hired in 2009 a full-time Multicultural Recruiter to encourage prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses
 - Development and expansion of support services to students such as career counseling, disability services, case management, short- term job training
 - Opportunity Fund established in 2004 as a source of financial aid for students who do not qualify for Pell grants, but need assistance to attend college
 - Gains in minority student enrollments from 9.9% in fall 2002 to 20% in fall 2010, exceeding the minority population of 15% in the county (2010 Census Bureau)
 - Two case management programs - TRiO Support Services and Job training Student Resources - provide services to a higher percentage of minority students than percentage of minority student population at HCC and the community

Strategic Goal 6 - Improve Human Resource Development Systems

- 6.1 Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff
 - Supervisor workshops on relevant managerial topics held annually since 2011
 - Progress made in hiring minorities in faculty positions since fall 2006 (one faculty in fall 2006, six in fall 2011)

Strategic Goal 8 - Expand Community Services and Strategic Partnerships and Alliances

- 8.3 Cooperate with other local educational and community organizations, as well as government bodies, in seeking educational solutions to local economic and social problems
- 8.4 Maintain the College's role as the hub of intellectual, social, and cultural development in the service area
 - Provide county leadership for the annual Martin Luther King / Diversity Celebration on the HCC campus since 2004
 - HCC's adult education GED program enrolls approximately 50% minority students
 - Co-sponsor of annual Hispanic festival since 2008; Hispanic organization that co-sponsors the event uses funding from the event to support scholarships for Hispanic students attending HCC

2016 Strategic Plan:

To incorporate the perspective and input of the business community and local citizenry in preparing HCC's 2016 Strategic Plan, a group of local business and community leaders, along with alumni, students, faculty members, and administrators served on the "Commission on the Future of HCC" (CFHCC). The group convened throughout the 2010-2011 academic year to study relevant college data and make informed observations regarding HCC's performance as a higher educational institution. The CFHCC identified local needs, recommended improvements, and areas for future emphasis to better position HCC for continued success in addressing its mission, vision, and values. The CFHCC's months of work culminated with a final report. Of its 17 recommendations, one addressed diversity on campus: *Continue to recruit students and employees of diverse social, ethnic, and educational backgrounds.*

The CFHCC's work served as a foundation for HCC's 2016 Strategic Plan. Written in 2012 and implemented in FY 2013, it embodies the College's commitment to and plan for programs of cultural diversity on the campus, and recognizes several areas where HCC is committed to moving forward over the next three years. 2016 incorporates goals and action plans for multiculturalism, a diverse student body and workforce (Strategic goals 2, 3, 4, and 6). *The College, through its 2016 Strategic Plan, dovetails and addresses the importance of diversity and multiculturalism by establishing specific goals, objectives and action plans.*

The 2016 Strategic Plan goals and objectives related to diversity and multiculturalism are listed below. HCC annually updates its strategic plan via annual planning, revising and adding objectives and action plans as institutional priorities change/grow. They help guide strategies and plans to add, expand and/or enhance services and initiatives to recruit and retain minorities. The shifts that have occurred in regional demographics over the last decade necessitate that the College continuously refine its marketing and recruitment strategies for students and employees.

Strategic Goal 2 - Maintain a Responsive, Dynamic Curriculum and Teaching Excellence

- 2.8 Create a learning environment that is respectful of multicultural values and general educational requirements that promote an understanding and appreciation for multiculturalism

Action Plans:

- 2.8a Structure professional development activities for all employees that focus on multicultural awareness and responsiveness, including teaching employees "best practices" in serving a multicultural student body (FY13-FY16)
- 2.8b Promote multicultural sensitivity in the classroom among faculty and students (FY13-FY16)
- 2.8c Develop interactive teaching and learning models that expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, etc. (FY13-FY14)
- 2.8d Develop new courses and update curricula to reflect a diversified world view (FY13-FY14)

- 2.8e Exhibit a diverse representation of student and employee images in all advertising (FY13-FY16)
- 2.10 Enhance and update, as needed, general education requirements to meet new century expectations focused on the purpose of each college program
Action Plans:
 - 2.10b Install diversity as the emphasis for the Emerging Issues and Interdisciplinary General Education category (FY13)
 - 2.10c Develop the common outcomes and assessment tools for the diversity category of general education (FY13)
 - 2.10d Determine the courses that meet the outcomes for the diversity category of general education (FY13)

Strategic Goal 3 – Strengthen Enrollment Management Systems and Improve Student Retention and Program Completion

- 3.2 Develop and maintain proactive student services support and enrollment strategies to increase the number and diversity of student enrollments
 - 3.2d Develop strategies to continue the growth of minority student enrollments (FY13-FY16)
 - 3.2g Improve the yield rates from admitted to enrolled students to 58% overall, 55% minority and 60% for recent high school graduates (FY13)

Strategic Goal 4 - Expand Community and Business Services and Strategic Partnerships and Alliances

- 4.5 Maintain the College's role as one of the premier intellectual, social, and cultural centers in its service region
 - 4.5d Continue to provide regional leadership for the annual Martin Luther King/Diversity Celebration on the HCC campus and plan activities throughout the year that promote multiculturalism (FY13-FY16)

Strategic Goal 6 - Improve Human Resource Development Systems, Practices, and Procedures

- 6.1 Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff who are lifelong learners
 - 6.1a Develop policy recommendations as needed through the Human Resources Committee for improved employee recruitment, selection, and orientation to include identification of lifelong learners (FY13-FY16)
 - 6.1b Continue recruitment visitations to historically black institutions (FY13-FY16)
 - 6.1c Incorporate Hispanic culture and language into the College's professional development program (FY13-FY16)
- 6.3 Promote and provide professional development opportunities to enhance employee performance
 - 6.3h Develop and promote civility and multicultural awareness for all employee and volunteer groups (FY13-FY16)

FOSTERING A DIVERSE STUDENT BODY

Enrollment

The College's minority student enrollment in FY 2012 was 21.2 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (15.6 percent). Unduplicated minority student enrollments grew by 159 percent from FY 05 (567) to FY 12 (1,470). African Americans students, the largest minority group on campus, comprised 11 percent of all FY 12 enrollment. Additionally, Hispanics comprised four percent of enrollment, which is a percent higher than the population in Washington County. These percentages exceed the growth of minorities and ethnic groups in the County's population by approximately one percent respectively. This trend, which has planning and budgeting implications, is expected to continue and is are reflected in the College's 2016 Strategic Plan goals.

Table 2 depicts unduplicated headcount enrollment in credit programs by race and ethnicity for FY 2005 through FY 2012.

Table 2
Unduplicated Enrollment by Race, FY 2005 – FY 2012

HAGERSTOWN COMMUNITY COLLEGE										
Fiscal Year Unduplicated Credit Enrollment by Race										
Characteristic		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	% Minority Growth FY 05 to FY 11
Race	Unknown*	3	40	62	73	98	113	122	95	
	Black	368	399	421	460	529	640	755	799	
	Indian	19	21	22	24	30	38	35	35	
	Asian	74	86	77	102	107	144	143	151	
	Hawaiian/Pacific							4	11	
	Hispanic	106	119	144	144	178	220	292	312	
	White	4,339	4,463	4,453	4,631	4,837	5,237	5,324	5,407	
	Multi-Race**							92	162	
	Other*	122	120	85	97	122	131	83	52	
	Total Headcount	5,031	5,248	5,264	5,531	5,901	6,523	6,850	7,024	
Total Minority Students*		567	625	664	730	844	1,042	1,321	1,470	159%
Minority % of Credit Students*		11.28%	12.00%	12.76%	13.37%	14.50%	16.26%	19.63%	21.21%	

*The category of "other" is not included in the minority percentage calculation.

**The new "multi-race" and Hawaiian/Pacific Islander categories beginning in FY 11 are included in the minority percentage calculation.

Increasing the number and diversity of student enrollments remains critical to HCC's success. The College will continue to promote and recruit, on a regional basis, its statewide instructional programs, such as alternative energy technology and biotechnology. Gains in diversity will be made as College recruiters target regional areas with significant minority populations, along with emphasizing that the cost of an HCC education for out-of-state students is lower than the cost of their state universities. Opportunities for student housing will be explored to better serve the needs of out-of state students.

In addition to those highlighted initiatives/strategies initiated through the 2012 Strategic Plan, financial aid, as well as case management programs have enhanced student success for minorities and are discussed below.

Student Financial Aid

Each year, the Director of Financial Aid hosts two workshops for low income, at-risk students selected by high school counselors. This outreach effort is designed to encourage participation in higher education by covering federal and state financial aid programs, student loans issues and important deadlines. The results of these efforts are demonstrated by an increase in numbers of minority students receiving financial aid. From FY 09 through FY 12, there was an increase of almost 53 percent in the unduplicated number of students receiving any type of financial aid (Table 3). During that same period, the numbers of minority students receiving assistance doubled from 443 to 887 respectively.

Case Management Programs: Job Training Student Resource and TRiO Student Support Services

Two case management programs provide services to a higher percentage of minority students than the percentage of minority students in general at the College and the community. Both programs work closely with at-risk students to help them persist, complete their courses successfully, and graduate.

The Job Training Student Resource (JTSR) program, which has existed over ten years, works with low income adult students in career programs. In Fall 2012, approximately 30 percent (160 students) in the JTSR program were minority. Moreover, 35% (26) of the minority JTSR students completed their degrees or certificates within four years of program entry while 18% (105) of the minority students overall completed their academic programs in four years.

The TRiO Student Support Services program, which is completing its third year at HCC, works with students who are first generation, low income, and/or have disabilities. The program provides case management and supports to 175 participants each year. Of those, 35 percent (61 students) in the TRiO program were minority, which was a four percent increase over 2011. Comparative student achievement data is limited because the program completed its second full year in FY 12; however, the program is meeting or exceeding established grant goals.

Table 3
Unduplicated Financial Aid Recipients
FY 09 – FY 12

HAGERSTOWN COMMUNITY COLLEGE												
Unduplicated Students Receiving Financial Aid as reported on the MHEC Financial Aid Information System (FAIS) Report												
Fiscal Years 2009 through 2012												
Race	FY 09			FY 10			FY 11			FY 12		
	Total Unduplicated Headcount	# Receiving Financial Aid (unduplicated)	% Receiving Financial Aid	Total Unduplicated Headcount	# Receiving Financial Aid (unduplicated)	% Receiving Financial Aid	Total Unduplicated Headcount	# Receiving Financial Aid (unduplicated)	% Receiving Financial Aid	Total Unduplicated Headcount	# Receiving Financial Aid (unduplicated)	% Receiving Financial Aid
Black	529	314	59.4%	640	408	63.8%	755	525	69.5%	799	541	67.7%
Native American	30	11	36.7%	38	17	44.7%	35	24	68.6%	35	28	80.0%
Asian	107	34	31.8%	144	46	31.9%	143	57	39.9%	151	51	33.8%
Hispanic	178	84	47.2%	220	124	56.4%	292	180	61.6%	312	178	57.1%
Hawaiian/PI*							4	-	0.0%	11	-	0.0%
White	4,837	1,961	40.5%	5,237	2,281	43.6%	5,324	2,693	50.6%	5,407	2,795	51.7%
Multi-Race*							92	54	58.7%	162	89	54.9%
Other/Unknown	220	61	27.7%	244	71	29.1%	205	62	30.2%	147	78	53.1%
Total	5,901	2,465	41.8%	6,523	2,947	45.2%	6,850	3,595	52.5%	7,024	3,760	53.5%
% of All Students Receiving Financial Aid Who Were Minority:**			18.4%			20.7%			23.8%			24.1%

*Hawaiian/Pacific Islander and Multi-Race were new categories for the FY 11 reporting cycle.

**The category of Other/Unknown was excluded from the calculation.

THE HCC WORK FORCE

The strategic value of diversity in the workplace, among the students, faculty, and in the local community is recognized. Though gains have been made, the composition of the College's workforce remains predominately non-minority. Improving the diversity of its workforce as a small college in Western Maryland remains one of HCC's greatest challenges. HCC is committed to building a more diverse workforce that reflects the student population and the local community, as well as providing a varied group of role models. Though Washington County is growing more diverse, Western Maryland lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas. The challenge to recruit full-time faculty and administrators of color to provide positive role models and to help create a culturally diverse college will continue to be an institutional priority for the near future.

HCC's employment application requests optional statistical data. As such, the College has the necessary data to increase or renew its advertising and recruiting efforts and provide backup data for various reports as needed. As the College recruits broadly for faculty and executive leadership positions, the Human Resource Department (HRD) continues to expand its outreach via appropriate and effective recruiting models. The HRD regularly reviews the success of the various hiring sources to ensure we are successful with our recruitment efforts and our values of equal access and equal treatment for all applicants.

Diversity recruitment is an important step towards creating an inclusive and multi-talented workplace that reflective of the customers it serves and best prepared to compete in a changing economy and marketplace. Position vacancies are advertised through minority resources such as Minority Resources Edition of Equal Employment & Civil Rights Journal and National Minority Update, as well as on Hagerstown Community College's Human Resources website. Additionally, the HR Director and other staff attend job/career fairs that attract large numbers of minorities, such as Bowie State University, Morgan State University, Coppin State University and Fort Detrick, Maryland.

Current Staff and Faculty Analysis

Overviews of full-time and part-time employees by occupation and race in Fall 2012 are found in Table 4. The information is a summary of the MHEC Employee Data System (EDS) report and reflects the new federal occupational codes/categories.

The College is benefiting from its recruitment efforts to increase diversity in hiring faculty to provide role models for the increasing diverse student population. In Fall 2012, there are five minorities who are full-time faculty, compared to one in Fall 2006. Overall, 7.3 percent of all regular employees in Fall 2012 were minorities compared to 5.5 percent in Fall 2006.

Table 4

Employees by Occupation/Race as Reported on the MHEC Employee Data System (EDS) Report			
Occupation	Race/Ethnicity	Fall 2012	
		Full-Time	Part-Time
Management	Black	2	0
	White	26	0
	Other	1	0
	Total	29	0
Business and Financial Operations	Asian	1	0
	Hispanic	1	0
	White	14	1
	Total	16	1
Computer, Engineering and Science	White	16	1
	Total	16	1
Community Service, Legal, Arts and Media	Unknown	1	2
	American Indian	0	1
	Asian	0	1
	Black	1	0
	White	15	9
	Total	17	13
Instruction	Unknown	1	28
	Asian	0	2
	American Indian	0	1
	Black	3	0
	Hispanic	1	1
	Multi-Race	1	0
	White	73	151
	Other	1	2
Total	80	185	
Public Service/Non-Credit	Unknown	0	2
	Black	0	1
	White	0	47
	Total	0	50
Librarians	Asian	1	0
	White	1	0
	Total	2	0
Other Teachers and Instructional Support Staff	Unknown	2	0
	American Indian	1	0
	Asian	1	0
	Black	0	3
	White	29	15
	Total	33	18

Table 4 Continued

Occupation	Race/Ethnicity	Fall 2012	
		Full-Time	Part-Time
Healthcare Practitioners and Technical Occupations	White	0	1
	Total	0	1
Service Occupations	Unknown	0	3
	Black	4	0
	White	25	11
	Total	29	14
Sales and Related Occupations	Hispanic	1	0
	White	2	0
	Total	3	0
Office and Administrative Support	American Indian	1	0
	Black	2	0
	White	46	16
	Total	49	16
Natural Resources, Construction and Maintenance	White	8	1
	Total	8	1
Production, Transportation and Material Moving	Unknown	0	1
	White	2	1
	Total	2	2

The College’s applicant assessment and interview procedures allow the manager of a hiring department or division (executive officer, director, department head, etc.) an opportunity to participate in the qualifying process and to review all applications for an advertised vacancy. The HRD completes the first review of applicants without regard for race, gender, or age. Demographic information is not provided to the hiring manager and/or the search committee. The hiring manager/search committee is required to provide the Department of Human Resources justification supporting the decision not to interview any qualified applicant.

PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

The safety and security of the College community are of vital concern to Hagerstown Community College. Hate crimes manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability, or ethnicity/ national origin. As part of the efforts to control crime on the campus and to assure a safe environment for students, faculty and staff, the HCC Police Department prepares an Annual Security Report in compliance with 20 United States Code section 1092 (f), the “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.” The report reflects policies and services designed to provide a safe environment

and set a standard of conduct which is most conducive for a safe college campus. The Campus Crime Statistics Act mandates the manner in which statistics are collected and the format in which statistics are published. Since the implementation of the Jeanne Clery Disclosure Act, HCC has had no reportable incidents of any hate crimes (See Appendix C).

The Campus Police investigate all reported incidents occurring within their jurisdiction. They handle all reported information confidentially and maintain security over all police reports and files. Incidents not occurring within that jurisdiction are referred to the law enforcement agency for the other area. The Campus Police will assist victims of crimes occurring in other jurisdictions to the limit allowed by law. In conformity with other police agencies, reports generated by the Campus Police are usually available to those persons who are directly involved in the incident. In some cases, reports are available to other police agencies or if mandated by law. Names of suspects, victims and/or witnesses are not released unless approved by the President of the College or mandated through the process of law.

CONCLUSION

Hagerstown Community College is committed to valuing diversity and recognizes the critical role of an educational institution in preparing its faculty and staff to become contributing members of the global community. Whether it is through education, employment, social or personal growth, cultural diversity should be part of our daily experience. When a group or segment is excluded or unwelcomed, all of us are denied. For our community to thrive, each of us needs to be aware and sensitive to all members of the community. Our communities are rich with resources. When all segments are recognized, respected, and utilized, everyone involved benefits.

APPENDICES

Appendix A

EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

The Board of Trustees, administrators, faculty, and staff of Hagerstown Community College recognize their responsibility for the development of equal employment opportunities that do not discriminate against employees or applicants for employment because of race, color, religion, sex, politics, national origin, age, or disability. The college will insure that applicants are employed and that personnel action will be taken during employment without regard to any discriminatory factor. Furthermore, Hagerstown Community College's recruitment, employment, and promotion policies shall provide for a vigorous and systematic effort to locate and encourage the candidacy of qualified women and minorities.

Appendix B

SUMMARY OF APPLICABLE LAWS

The following laws, regulations, and orders constitute some of the legal requirements for equal employment, educational opportunities and affirmative action:

Age Discrimination Act of 1975:

The Age Discrimination Act of 1975 prohibits discrimination based on age in programs or activities receiving Federal financial assistance. While the Department of Health and Human Services is the lead agency for developing general regulations, any Federal agency that extends Federal financial assistance shall seek to achieve compliance with the agency's regulations.

Age Discrimination in Employment Act of 1967:

The Age Discrimination in Employment Act prohibits discrimination for persons age 40 and over except where age is a BFOQ (bona fide occupational qualification). It is very rare for age to ever be a BFOQ at Hagerstown Community College, however, there may be a few exceptions such as related to the hiring of an actor/actress for a college play where age may be allowed to factor into the selection criteria but will never be a sole factor in the selection process. The Equal Employment Opportunity Commission enforces this law.

Americans with Disabilities Act / Section 504 of 1990:

Hagerstown Community College will ensure that no qualified person with a disability shall, on the basis of that disability, be subjected to discrimination in employment, recruitment, training, admissions, testing, program of study, student activities, etc.

As a part of the college's plan, we will implement an awareness program that will educate potential supervisors, faculty and other HCC staff about the contributions, capabilities and needs of persons with disabilities in the work force and in postsecondary education. Information regarding appropriate, reasonable accommodations is provided on a continuing basis. The director of human resources and the 504/ADA coordinator will be consulted on matters of reasonable accommodation, as necessary. Identification is an important part of the college's plan. All HCC applicants are given the opportunity to voluntarily identify themselves as disabled at the time of application on the HCC voluntary self-disclosure form. Employees and applicants may self-disclose to either the 504/ADA coordinator or director of human resources if a reasonable accommodation is to be requested. Students can volunteer this information either through the admissions office, the test center, or by contacting the student support services program. The object of HCC's recruitment program is to recruit qualified persons with a disability for both admissions into the college as well as for employment. The college ensures that all admission selection criteria and employment selection criteria are free from discrimination against persons with disabilities.

The Equal Pay Act of 1963:

The Equal Pay Act, amended by the Education Amendments of 1972, covers all employers who are covered by the Fair Labor Standards Act of which it is a part. This act, which forbids pay differentials based upon sex, is enforced by the Equal Employment Opportunity Commission.

Executive Order 11246 (1965)

Executive Order 11246 covers all employers with government contracts or subcontracts of more than \$10,000, with some rare exceptions. It also applies to contractors and subcontractors of construction projects financed in whole or in part by Federal funds. It required that every contract contain a clause against discrimination because of race, color, religion, sex or national origin. In addition, Revised Order No. 4, based on Executive Order 11246, requires contractors and subcontractors with 50 or more employees and contracts totaling \$50,000 or more to develop and carry out a written Affirmative Action Program. As of October 1, 1978, the Office of Federal Contract Compliance of the Department of Labor enforces this executive order for all Federal contracting agencies.

Maryland Fair Employment Practices Act

The Maryland Fair Employment Practices Act (Article 49B, Annotated Code of Maryland) prohibits discrimination in employment based on race, color religion, sex, age, national origin, marital status or physical or mental disability. The Maryland Commission on Human Relations has enforcement authority.

Pregnancy Discrimination Act:

Amends Title 7 to prohibit discrimination based on pregnancy, childbirth or related conditions; requires employers to treat pregnancy the same as any other temporary disability.

Rehabilitation Act of 1973:

The Rehabilitation Act of 1973, amended by the Rehabilitation Act Amendments of 1974, prohibits discrimination based on disability in employment by Federal contractors with contracts of \$10,000 and in programs and activities receiving Federal financial assistance. The U.S. Department of Labor administers this Act.

Title IX of the Education Amendment of 1972

Title IX prohibits sex discrimination in education programs or activities that receive Federal financial assistance. The Office for Civil Rights, Department of Education enforces the law.

Title VI of the Civil Rights Act of 1964 and Civil Rights Act of 1991

Title VI prohibits discrimination based on race, color or national origin and gender in programs or activities receiving Federal financial assistance. The Office for Civil Rights, Department of Education enforces the law. Title VII of the Civil Rights Act of 1964, amended by the Equal Employment Opportunity Act of 1972, with some very limited exceptions, applies to all employers with 15 or more employees. It bans all discrimination in employment because of race, color, religion, gender or national origin. It covers all terms and conditions of employment, including but not limited to hiring, transfers, promotions, compensation, access to training. This law also prohibits sexual harassment and harassment based on other protected categories. Title VII is administered and enforced by the Equal Employment Opportunity Commission.

Vietnam Era Veteran's Readjustment Assistance Act of 1972 (amended in 2000):

The Vietnam Era Readjustment Assistance Act of 1974 amended the Vietnam Era Veteran's Readjustment Assistance Act of 1972. It requires government contractors with contracts of \$10,000 or more, to take affirmative action to employ and advance in employment disabled veterans of the Vietnam Era. Responsibility for administration and enforcement of the Act is delegated to the U.S. Department of Labor. Contractors with federal contracts of \$25,000 or more must file a supplemental report, titled VETS-100 by September 30 of each year.

Vocational Education Act of 1963

The Vocational Education Act of 1963, revised by Title II of the Education Amendments of 1976, provides direction for state and national vocational education programs. One of the purposes of the state programs is to develop and carry out programs of vocational education to overcome sex discrimination and sex stereotyping, and thereby furnish equal educational opportunities in vocational education to persons of both sexes. The Office for Civil Rights of the Department of Education administers this law. The Vocational Education Act of 1963, revised by Title II of the Education Amendments of 1976, provides direction for state and national vocational education programs. One of the purposes of the state programs is to develop and carry out programs of vocational education to overcome sex discrimination and sex stereotyping, and thereby furnish equal educational opportunities in vocational education to persons of both sexes. This law is administered by the Office for Civil Rights of the Department of Education.

Section 188 of the workforce Investment Act

The Workforce Investment Act (WIA) reforms the federal job training programs and creates a new comprehensive approach providing workforce investment activities through statewide and local systems. Authorized workforce investment activities provided at the local level benefit job seekers, dislocated workers, youth, incumbent workers, new entrants to the workforce, veterans, persons with disabilities, and employers. These activities promote an increase in the employment, job retention, earnings, and occupational skill attainment by participants. This improves the quality of the workforce, reduces welfare dependency, and enhances the productivity and competitiveness of the nation. Section 188 prohibits discrimination on the basis of the disability in connection with these activities.

Section 188(a) provides:

(2) Prohibition of discrimination regarding participation, benefits, and employment

No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with, any such program or activity because of race, color, religion, sex (except as otherwise permitted under title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.)), national origin, age, disability, or political affiliation or belief.

Equal Opportunity Posters

As required by Federal and State Regulations that include but not limited to:

Code of Federal Regulation Parts: 31; 29, 32; 49, 25; 29, 35, 29 and 37.

Appendix C

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics:

Hate Crimes, 2009 - 2011

All Categories: On Campus, Public Property, Non-Campus Building/Property***

Hate Crimes	Race			Gender			Religion			Sexual Orientation			Ethnicity			Disability		
	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11
Murder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offense: Forcible	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offense: Non-Forcible	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Statistics for Public Property are obtained from other law enforcement agencies for enumerated crimes occurring in areas reasonably contiguous to the college campus, but not part of the campus.

** Statistics for Non-Campus Building/Property are those enumerated crimes occurring in or on buildings or property owned or controlled by the college or a student organization officially recognized by the college, and is not within the same reasonably contiguous geographic area of the college.



DIVERSITY PLAN

Effective July 2011

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MESSAGE FROM THE PRESIDENT

Picture a world in which music had just one note. Art had just one color. Food had just one flavor. That world would be very boring!

Fortunately, our world is rich with diverse sights, sounds, and sensations. And as more new Americans come to live in our area, Howard County is fortunate to have an ever-growing vibrancy of global and cultural perspectives that expands our view of the world.

Howard Community College places great value on this richness of diversity. Students and employees grow both professionally and personally as they understand and enjoy varying views and cultures.

The Diversity Plan seeks to foster that growth through a wide range of efforts from hiring practices to providing educational opportunities for faculty and staff to learn about diverse cultures and perspectives. Your support and participation in the plan is welcomed and appreciated.

Kathleen Hetherington, Ed.D.

President

Howard Community College

II. INTRODUCTION

The board of trustees of Howard Community College (HCC) has committed the college to an ongoing diversity program and to regularly review progress toward the objectives of the diversity plan. The college president has appointed the diversity committee to lead, oversee and manage this plan. HCC's diversity programs will encourage respect of all ages, genders, sexual orientations, races, religions, ethnic backgrounds, abilities, and disabilities as well as the values of equal rights, equal access, and equal treatment. In order to assure success, all members of the college community must vigorously accept their responsibility of supporting the college's strategic priority to incorporate diversity into the fabric of the institution. Diversity and affirmative action (see Appendix A) commitment originates with the board of trustees and filters throughout every facet of the institution.

The diversity committee consists of representatives from all college constituencies to promote diversity throughout HCC. Specifically, membership must include, but is not limited to:

- two faculty members;
- two support staff employees;
- two professional/technical employees;
- one administrative employee;
- one student;
- two at-large employees;
- associate vice president of human resources (ex officio);
- coordinator of the institution's compliance with Section 504 of the Rehabilitation Act of 1973 (see Appendix A; ex officio);
- director of student life (ex officio); and
- other members as needed to carry out the duties of the committee.

The president will select the following term's chairperson(s) from the membership of the committee. Any member of the college community wishing to serve on this committee should send a written request to the diversity chairperson(s). Upon the recommendation of the current chairperson(s), membership is by appointment of the college president. The criteria for membership will include consideration for representation sensitive to all ages, genders, sexual orientations, races, religions, ethnic backgrounds, abilities, and disabilities whenever and wherever possible. Diversity committee members are expected to serve for at least a period of two years. The student representative(s) is/are recommended to serve one-year terms. The chairperson(s) will recommend members for reappointment prior to the last meeting of the fiscal year. If any member misses more than fifty percent of the diversity committee meetings held in a fiscal year, that member's term is automatically ended and a new member shall be appointed, if necessary. Replacements will fill the unexpired term of the original member. At the end of each academic year, the chairperson(s) will recruit new members to fill potential vacancies.

Additional details can be found in the academic and administrative procedure, Diversity Committee – 61.10.01 (see Appendix B), and related personnel policies and procedures are made publicly available through the college’s website.

III. DIVERSITY OBJECTIVES

- A. The diversity plan and all related policies will serve as guidelines for the achievement of equal employment opportunity at the college:
 - i. ensuring that each recruitment makes a reasonable effort to seek out applicants from underrepresented groups in order to provide a diverse applicant pool (contributing to HCC’s Strategic Goal 2.1, see Appendix C); avoiding discrimination on the basis of race, color, religion, gender, age, national origin, sexual orientation, disability, veterans status, marital status, or political opinion, and ensuring vigilance in eliminating any such discrimination; and
 - ii. using an internal complaint resolution mechanism whereby any complainant can internally resolve grievances (see Appendix B personnel procedure, Discrimination Complaint Procedures – 63.01.01); and
- B. The college community is committed to meeting educational needs that promote sensitivity and value diversity by proactively identifying areas in which programs may be needed (training shall be open to employees and students, as appropriate) and encouraging the development and continual improvement of a curriculum of inclusion.

IV. DISSEMINATION OF DIVERSITY AND EQUAL OPPORTUNITY INFORMATION

The college’s diversity plan and related administrative and personnel policies are publicly available via the college’s website. In addition, communications will be sent to college employees via e-mail, president’s update, employee orientations and training programs, constituency group meetings, and posted in various areas around the college campus. The equal opportunity clause shall be incorporated in all purchase orders, leases, contracts, etc., covered by Executive Order 11246 (see Appendix A), as amended, when applicable, and all implementing regulations.

V. RESPONSIBILITY FOR IMPLEMENTATION

All employees have an important role in the implementation of this plan. While additional responsibilities may be outlined in annual strategic planning, core work, and individual job descriptions, several notable accountabilities include the following:

- A. President –

The president has ultimate authority for implementation of this plan and has chosen to delegate key implementation roles to the diversity committee and the associate vice president of human resources. The president provides direction to these key units, the president's team, and others involved with supporting diversity plan goals to comply with the college's commitment.

B. Diversity Committee –

The diversity committee will:

1. promote and advocate diversity within the college;
2. review and update the diversity plan, and college policies annually; submit plan and report to the board of trustees by May 1 and to MHEC by August 1 each year in accordance with state law;
3. provide reasonable and realistic recommendations for areas of the college where disparity exists in the workforce, academic affairs, and/or student services, when applicable;
4. provide a voting member who has completed the required training to serve on selection committees in accordance with personnel procedure 63.02.03 (see Appendix B) to monitor equitable recruitment and selection;
5. plan and implement, or co-sponsor diversity programming for the college community, maintaining the standards for designating a program as appropriate for diversity credit (the college will provide a budget for required trainings);
6. provide financial support to student life to help pay for diversity-related programs that are aimed at students but also offer diversity credit for employees;
7. review the college's annual employee and student survey data pertaining to the climate of diversity on campus; and
8. prepare an annual report to the college president, also available to the college community, on the operations, accomplishments, and future recommendations of the committee.

C. Office of Human Resources and Associate Vice President Of Human Resources –

The associate vice president of human resources with the assistance of the office of human resources will:

1. serve as a resource on affirmative action to the college community;
2. serve as an advisor in matters of affirmative action and equal employment opportunity to all college employees with supervisory and hiring responsibilities;

3. develop reports on an annual basis that statistically analyze HCC's recruitments, job applicants, hirings, promotions, terminations, and progress toward the college's diversity priority (specifically, Strategic Goal 2.1, see Appendix C) and affirmative action goals (where applicable), for the college president and the diversity committee;
 4. keep the college administration and diversity committee informed of the latest developments in the areas of equal opportunity and affirmative action;
 5. ensure that search committees for all budgeted full-time faculty and staff positions classified at grade 12 level and above include a current or past member of the diversity committee, and monitor all such selection committees to ensure diverse representation in accordance with personnel procedure, Selection of Faculty and Staff – 63.02.03 (see Appendix B); and
 6. provide training to all search committee members, for budgeted positions at grade 12 and above and all full-time faculty positions, on employment laws and diversity sensitivity related to recruitments.
- D. All employees with hiring involvement and/or supervisory responsibility have responsibility to -
1. create, through their work environments and contacts with the community, a campus that upholds the concepts outlined in this plan and provides equal opportunity for all;
 2. ensure that all employment practices are conducted in a lawful nondiscriminatory manner;
 3. monitor the progress toward equal employment opportunity and affirmative action of all units under their supervision;
 4. conduct regular discussions with their staff to assure the college's policies are implemented. This responsibility should be seen as an integral part of their duties and evaluation;
 5. establish an atmosphere that is conducive to implementing the directives of the president and the board of trustees;
 6. familiarize themselves with and adhere to all related college policies and procedures and will consult with the associate vice president of human resources if clarification or interpretation is required; and
 7. attend required training sessions prior to or concurrent with serving on a search committee.
- E. Howard Community College Employees –
1. Each budgeted staff member and full-time faculty member must participate in at least two diversity programs or trainings per year; and

2. All college employees must treat other employees, students, vendors, visitors, and any other individuals on campus with respect and dignity at all times, in accordance with college policies on discrimination and diversity.

F. Students –

HCC recognizes the critical role of an educational institution in preparing its students to become contributing members and leaders within a global community. In support of the college's mission/vision/values (see Appendix C), through instruction and programming, support for a diverse community, and examples by faculty and staff, the college will encourage students to:

1. be respectful of all people and become advocates for the respectful treatment of others;
2. cultivate an appreciation for the differences of others;
3. explore and seek out opportunities to learn about different points of view and human experiences;
4. develop a set of communication competencies to help improve interactions with people of diverse backgrounds; and
5. attend college-sponsored and community diversity programs.

APPENDIX A

SUMMARY OF DEFINITIONS AND APPLICABLE LAWS

The following definitions, laws, regulations, and orders constitute some of the legal requirements for equal employment, educational opportunities, and affirmative action:

Howard Community College's Affirmative Action definition

HCC's affirmative action includes proactive steps to recruit and retain minorities. In recruiting, the college advertises with sources directed specifically at minority candidates in order to improve the diversity of the candidate pool. For the current workforce, the college has a comprehensive diversity plan which includes objectives to improve knowledge of and sensitivity to minority issues, and aids in the retention of minorities. HCC does not provide quotas or preferences for minorities in hiring or advancement; those decisions are based solely on the qualifications of the candidates under consideration.

Age Discrimination Act of 1975

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance. While the Department of Health and Human Services is the lead agency for developing general regulations, any federal agency that extends federal financial assistance shall seek to achieve compliance with the agency's regulations.

Age Discrimination in Employment Act of 1967

The Age Discrimination in Employment Act prohibits discrimination for persons age 40 and over except where age is a BFOQ (bona fide occupational qualification). It is very rare for age to ever be a BFOQ at Howard Community College; however, there may be a few exceptions such as related to the hiring of an actor or actress for a college play where age may be allowed to factor into the selection criteria but will never be a sole factor in the selection process. The Equal Employment Opportunity Commission enforces this law.

Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008

Howard Community College will ensure that no qualified person with a disability shall, on the basis of the disability, be subjected to discrimination in employment, recruitment, training, admissions, testing, program of study, student activities, etc.

As a part of the college's plan, it will implement an awareness program that will educate potential supervisors, faculty, and other HCC staff about the contributions, capabilities, and needs of persons with disabilities in the work force and in postsecondary education. Information regarding appropriate, reasonable accommodations is provided on a continuing basis. The associate vice president of human resources and the 504/ADA coordinator will be consulted on matters of reasonable accommodation, as necessary.

Identification is an important part of the college's plan. All HCC applicants are given the opportunity to voluntarily identify themselves as disabled at the time of application on

the HCC voluntary self-disclosure form. Employees and applicants also may self-disclose to either the 504/ADA coordinator or associate vice president of human resources if a reasonable accommodation is to be requested. Students can volunteer this information either through the admissions office, the test center, or by contacting the student support services program.

The objective of HCC's recruitment program is to recruit qualified persons with a disability for both admission into the college as well as for employment. The college ensures that all admission selection criteria and employment selection criteria are free from discrimination against persons with disabilities.

The Equal Pay Act of 1963 and Lily Ledbetter Fair Pay Act of 2009

The Equal Pay Act, amended by the Education Amendments of 1972, covers all employers who are covered by the Fair Labor Standards Act of which it is a part. This act forbids pay differentials on the basis of sex; it is enforced by the Equal Employment Opportunity Commission. The Lily Ledbetter Fair Pay Act of 2009 changes the statute of limitations for filing a pay discrimination claim.

Executive Order 11246 (1965)

Executive Order 11246 covers all employers with government contracts or subcontracts of more than \$10,000, with some rare exceptions. It also applies to contractors and subcontractors of construction projects financed in whole or in part by federal funds. It required that every contract contain a clause against discrimination because of race, color, religion, sex, or national origin. In addition, Revised Order No. 4, based on Executive Order 11246, requires contractors and subcontractors with 50 or more employees and contracts totaling \$50,000 or more to develop and carry out a written Affirmative Action Program. As of October 1, 1978, this executive order is enforced by the Office of Federal Contract Compliance of the Department of Labor for all federal contracting agencies.

Genetic Information Nondiscrimination Act of 2008 (GINA)

GINA prohibits employers, employment agencies, unions, and joint labor-management training committees from discriminating based on an individual's "genetic information." GINA also amends ERISA to prohibit group health plans and group health insurance issuers from using genetic information to calculate premiums, determine eligibility, or make other underwriting decisions. In addition, use or disclosure of genetic information for underwriting purposes is a violation of the Health Insurance Portability and Accountability Act (HIPAA).

Maryland Fair Employment Practices Act

The Maryland Fair Employment Practices Act (Article 49B, Annotated Code of Maryland) prohibits discrimination in employment on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, genetic information, or physical or mental disability. The Maryland Commission on Human Relations has enforcement authority.

Pregnancy Discrimination Act

Amends Title 7 to prohibit discrimination based on pregnancy, childbirth or related conditions; requires employers to treat pregnancy the same as any other temporary disability.

Rehabilitation Act of 1973

The Rehabilitation Act of 1973, amended by the Rehabilitation Act Amendments of 1974, prohibits discrimination on the basis of disability in employment by federal contractors with contracts of \$10,000 and in programs and activities receiving federal financial assistance. This Act is administered by the U.S. Department of Labor.

Title IX of the Education Amendment of 1972

Title IX prohibits sex discrimination in education programs or activities that receive federal financial assistance. The law is enforced by the Office for Civil Rights, Department of Education.

Titles VI and VII of the Civil Rights Act of 1964 and Civil Rights Act of 1991

Title VI prohibits discrimination on the basis of race, color or national origin, and gender in programs or activities receiving federal financial assistance. The law is enforced by the Office for Civil Rights, Department of Education. Title VII of the Civil Rights Act of 1964, amended by the Equal Employment Opportunity Act of 1972, with some very limited exceptions, applies to all employers with 15 or more employees. It bans all discrimination in employment because of race, color, religion, gender, or national origin. It covers all terms and conditions of employment, including, but not limited to, hiring, transfers, promotions, compensation, access to training. This law also prohibits sexual harassment and harassment based on other protected categories. Title VII is administered and enforced by the Equal Employment Opportunity Commission.

Vietnam Era Veteran's Readjustment Assistance Act of 1972 (amended in 2002 by the Jobs For Veterans Act)

The Vietnam Era Veteran's Readjustment Assistance Act of 1972 (and subsequent amendments) requires government contractors with contracts of \$100,000 or more to take affirmative action to employ and advance in employment disabled veterans of the Vietnam Era. Responsibility for administration and enforcement of the Act is delegated to the U.S. Department of Labor. Contractors with federal contracts of \$100,000 or more must file a supplemental report, titled VETS-100 by September 30 of each year.

Vocational Education Act of 1963

The Vocational Education Act of 1963, revised by Title II of the Education Amendments of 1976, provides direction for state and national vocational education programs. One of the purposes of the state programs is to develop and carry out programs of vocational education so as to overcome sex discrimination and sex stereotyping, and thereby furnish equal educational opportunities in vocational education to persons of both sexes. This law is administered by the Office for Civil Rights of the Department of Education.

APPENDIX B RELEVANT HOWARD COMMUNITY COLLEGE POLICIES AND PROCEDURES

Diversity Committee – 61.10.01

http://www.howardcc.edu/about_hcc/organizational_leadership/administrative_policies_procedures/61-Executive-Management/61.10.01-Diversity-Committee.html

Discrimination Complaint Procedures Procedure – 63.01.01

<http://www.howardcc.edu/Visitors/HR/Policies/63-01/63-01-01.html>

Selection of Faculty and Staff Procedure – 63.02.03

<http://www.howardcc.edu/Visitors/HR/Policies/63-02/63-02-03.html>

APPENDIX C
 HOWARD COMMUNITY COLLEGE'S CURRENT STRATEGIC PLAN

**Howard Community College
 Strategic Plan
 Fiscal Years 2010–2015**

Mission Providing pathways to success
Vision A place to discover greatness in yourself and others

Values I N S P I R E S

Innovation
 Nurturing
 Sustainability
 Partnerships
 Integrity
 Respect
 Excellence
 Service



Strategic Goal #1. Student Success and Lifelong Learning		
1.1	<i>Increase percentage of developmental completers, 4 years after entry to HCC, from 35.8% (fall 2003 cohort) to 40%* (fall 2006 cohort).</i>	
	Lead	Action Plans for 2009–2011
1.1A	VPSS VPAA	Implement College Readiness Program by testing 11 th grade English “regular” students enrolled at all (12) HCPSS high schools and assisting student who fall short of being college ready.
1.1B	VPAA	Investigate best practice peers and formulate a plan to increase number of developmental completers.
1.2	<i>Increase student successful-persistence rate after 4 years for all students from 73.2% (fall 2003 cohort) to 80%* (fall 2006 cohort).</i>	
1.2A	VPSS	Study impact of new academic standing policy.
1.2B	VPSS	Design an early warning tracking system to allow faculty and staff to flag at-risk students, notify appropriate personnel, and connect students to appropriate resources.
1.2C	VPAA	Develop outcomes for First Year Experience (FYE) courses and select metrics to track improved student learning.
1.3	<i>Increase student graduation and transfer rate after 4 years for all students from 51.9% (fall 2003 cohort) to 60%* (fall 2006 cohort).</i>	

1.3A	VPAA	Identify gateway courses and pilot interventions to improve student success utilizing best practices from the <i>Achieve the Dream</i> project and others.
1.3B	VPAA	Revamp the general education core and track impact on degree completion.

Strategic Goal #2. Organizational Excellence

2.1	<i>Increase percentage of minority employees to reflect county demographics from fall 2007 rates of 22.1% faculty and 20.9% staff to 23%* for both.</i>	
	Lead	Action Plans for 2009-2011
2.1A	VPAF	Improve faculty and staff recruitment efforts and outcomes.
2.2	<i>Increase stakeholder satisfaction for students from spring 2008 rates of: 37.5% credit students; to spring 2014, rate of TBA% and for employees from fall 2007 rate of 4.29 to fall 2012 rate of 4.35.</i>	
2.2A	VPAF VPSS	Examine workload, redistribute responsibilities, and create efficiencies to ensure continued quality service to students and one another given projected stationery staffing levels.
2.3	<i>Increase development/training expenditure per FTE employee from \$828 in FY07 to \$900.</i>	
2.3A	VPAF	Explore opportunities for faculty and staff to design, lead, and share professional development opportunities in-house and establish Maryland Occupational Safety and Health (MOSH) training benchmarks for areas.
2.4	<i>Reduce HCC's carbon footprint from 3.7 MMBTUs*/FTE (fall 2007) to 3.1 MMBTUs/FTE (fall 2012). (*metric tons of carbon dioxide emissions)</i>	
2.4A	VPAF	The Facilities and Sustainability Team (FAST) will define and implement metrics for sustainability.

Strategic Goal #3. Building Partnerships

3.1	<i>Increase resources provided to provide scholarships and facilities to students.</i>	
	Lead	Action Plans for 2009-2011
3.1A	VPIT	Continue a \$4,000,000 capital campaign. Raise \$1,300,000 by the end of FY11 for scholarships, endowments, and capital projects.
3.1B	VPIT	Increase the competitive grant income from \$2,500,000 in FY11 to \$3,000,000 by the end of FY15.
3.2	<i>Increase opportunities to serve the regional needs.</i>	
3.2A	VPSS	Refine the adult learner initiative, involving the weekend college, veterans, and distance learning courses. Increase the percentage of enrollment of students between the ages of 25 and 44.
3.2B	VPAA	Implement the Southeast Healthcare Initiative Project.

3.2C	VPSS	Increase the draw rate of HCPSS recent high school graduates to 26 percent by continuing to promote the honors brand while also providing outreach to at-promise high school students and students in the middle.
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Notes: Board of trustees last approved mission, vision, values, and goals: May 26, 2010.

*Board of trustees approved benchmarks: September 27, 2006.

**Howard Community College
Cultural Diversity Report
August 28, 2013**

Institutional Plan to Improve Cultural Diversity

Howard Community College (HCC) has had the diversity plan, formerly called the affirmative action plan, in place for over 20 years. The diversity plan sets forth guidelines for ensuring equal opportunity and improving cultural diversity in recruitment, employment, academics, and the overall experience at the college. It mandates that HCC's diversity programs will provide opportunities for the college community to engage in understanding, awareness, and respect of differences in age, gender, sexual orientation, race, religion, ethnic backgrounds, and ability/disability, as well as the values of equal rights, equal access, and equal treatment. To oversee diversity activity, the plan calls for the college to continuously maintain a diversity committee appointed by the president. The committee is required to review and update the diversity plan as appropriate on an annual basis. A number of recommendations were made in last year's report to the board of trustees. Some new developments include:

- The diversity week planning committee continues to plan events in the evenings and at multiple times to meet the needs of all our employees and students. During this past year, 19 percent of all events were evening events. This met the needs of evening employees and students. In addition, some events were held multiple times in one day to accommodate the need for staff office coverage.
- Each academic year, the diversity committee seeks to enhance its offerings to include a larger number of attendees. During the 2012-2013 academic year, 92 events were offered with 19 percent being held after 4 p.m. or during the weekend. This is a 56 percent increase over the number offerings during the 2011-2012 academic year.
- The diversity committee has made it easier for employees to view DVDs to fulfill their two required diversity credits. The committee worked closely with the library staff to code and catalog diversity resources. These resources are now available to faculty, staff, students and community members at the Clark Library. The list of available DVDs is posted on the diversity web page, with descriptions and catalog numbers. An evaluation form is also posted on the web that employees must complete in order to obtain diversity credit.
- The diversity committee developed bylaws to create more structure and consistency in its actions.
- The harassment/discrimination training required of all employees on campus has been expanded to include elements beyond sexual harassment. This now covers many types of discrimination/harassment based on religion, race, and sexual orientation. Employees will be required to complete this training every three years.
- A model intervention program was created to work with black and minority male students. Howard P.R.I.D.E. is a leadership program that encourages the continued academic, professional, and personal development of black and minority male students. Participants of Howard P.R.I.D.E. have the following resources available:

tutoring, mentoring, service learning, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.

- The diversity committee continues to support establishing partnerships with various community organizations to offer diversity related programs at HCC. The office of student life worked with the American Association of University Women – Howard County chapter to offer programs with the goal of advancing equity for women and girls such as equity in pay, salary negotiation, and increasing interests in the science, technology, engineering and math (STEM) fields. The committee also worked with the Columbia Alumnae Chapter of Delta Sigma Theta Sorority, Inc. to offer the Red Alert Showcase, an AIDS awareness program in March 2013. Howard P.R.I.D.E. participants are also in a partnership with the Columbia Alumnae Chapter of Phi Beta Sigma Fraternity Inc.
- In March 2013, three focus groups were held to assist the college to identify the needs of black female students in an effort to address opportunities to enhance the learning environment. Information obtained from the focus groups will be shared with the college administration.

While HCC feels that its diversity plan is already very advanced, and improves each year, there are some additional improvements that can be explored.

Recommendations for Improving HCC's Diversity Plan by May 1, 2014:

- Re-examine the responsibilities and structure of the diversity committee. This goal will explore engagement of all volunteers, composition of membership, training opportunities and needs, and staffing structure and duties.
- Revamp the approach to search committees by conducting research. This research will include focus on prior members, training requirements to serve on searches, and providing updated training to those willing to serve in this capacity even if not actively on the current diversity committee. This goal includes creation of distribution lists of diversity members who can serve on search committees.
- Define and clearly articulate committee member responsibilities to new members, as well as communicate on-going expectations throughout service to the committee.
- Seek out grant opportunities that would be used to offer targeted in-depth educational/training opportunities to committee members and the campus community.
- Explore techniques that would increase student participation in the diversity agenda at HCC. Not just through attendance at programs but invested involvement that demonstrates true engagement that would influence global action and personal behaviors.
- Develop additional opportunities for diversity education to constituents who participate in targeted offerings such as those programs focused on gender experiences.

Efforts to Increase and Retain a Diverse Employee and Student Population

HCC already attracts a diverse student body, support and part-time employee group. Five years ago, HCC identified the need to improve minority representation in its full-time faculty and administrative/professional/technical staff. and set a benchmark of 24%. HCC has met the goal for administrative/professional/technical staff but not for faculty. The strategic planning committee meets periodically to go over progress towards this goal.

- In an effort to seek out new methods to increase minority job applicants, particularly for full-time faculty and administrative/professional staff positions, and to find ways to measure the success of committee efforts, the human resources staff personally contacts each new minority hire to inquire about how they learned about the position. From this the college hopes to identify sound sources to use on a routine basis for targeted recruitment.
- The college advertises certain positions in *Diverse Issues in Higher Education* and *Hispanics in Higher Ed*, and utilizes an affirmative action email blast through Higher Ed Jobs, an online site. The college continues to have a relationship with CareerBuilder, which cross-posts its job openings on diversity-specific websites.
- The college attends job fairs at HBCU's (Historically Black Colleges & Universities) as well as other schools with high minority student populations.
- The admissions and advising office has close working relationships with schools, community organizations, and other institutions that enhance the college's ability to attract diverse populations. The college works with groups such as Conexiones, a community-based organization that helps Hispanic students in Howard County achieve academically; high school clubs for Hispanic students; the Black Student Achievement Program; Alpha Achievers, a support group for African-American males in Howard County Public Schools; and FIRN, the Foreign-born Information and Referral Network, a Howard County nonprofit that helps immigrants and refugees. The admissions and advising office works with the college's English Institute and credit-free English as a Second Language (ESL) programs to enhance student access to HCC. The admissions and advising office participates in many fairs for diverse populations, conducts its own fairs, such as the Historically Black Colleges and Universities college fair, and forms partnerships with a broad range of colleges and universities to incorporate access to the next step following HCC.
- Recruitment efforts and personnel actions ensure equal opportunity and non-discrimination.

Efforts to Create Positive Interactions and Cultural Awareness on Campus

HCC is proud of its diversity plan and ongoing diversity programming. Cultural diversity continues to be addressed in a number of ways, including the following, among others:

- A multitude of diversity/culture educational and awareness events are offered to employees and students throughout each year, including films, music, lectures, and discussions, highlighted by an annual "Diversity Week" each spring.

- A variety of programs are hosted to promote understanding and acceptance of religious differences. For example, the Jewish Student Union hosted a Succah celebration in October 2012 and a Model Passover in March 2013. In addition, the Muslim Student Association hosted a week-long series of events to promote Islamic awareness in April 2013.
- Each budgeted staff member and full-time faculty member is required to participate in at least two diversity educational sessions per year.
- Academic options are available within the interdisciplinary studies major in the subjects of diversity studies and women's studies.
- Examples of innovative academic programs include the Silas Craft Collegians Program, which provides a highly-supported learning community for students whose past academic performance does not reflect their true potential, and StepUP, a program that pairs students with faculty/staff coaches who provide one-on-one support for managing the challenges of college. Many students in these programs are from underrepresented groups, often first-generation college students.
- Project Access is a program designed to significantly facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of freshman students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities.
- The Global Distinction Program is an academic enrichment program open to students in all degree programs. To earn global distinction, students must (1) take 15 credits of globally intense coursework (including world languages) and earn a "C" or higher, (2) participate in a globally enriching event each semester, (3) either study abroad or complete an internship that provides experiential global learning, and (4) demonstrate their learning in a portfolio. The program is in its third year and has three graduates to date. After consulting with HCC, eleven community colleges in North Carolina have adopted this program model, and are phasing in implementation. HCC is currently pursuing transfer/articulation agreements with UMBC and UMCP, while working with our records, registration, and veterans' affairs office to label courses and participation in the program on the official transcript.
- INSPIRES Global Perspectives is a year-long faculty and staff professional development program that allows employees to study, reflect on, and incorporate a global perspective into their core work. In its inaugural year, 30 participants have studied wide-ranging issues including: China's leadership, Cuba's historical and literary perspectives, West African culture, critical thinking and educational norms for international students, financial literacy for international students, and violence against women and its portrayal on the web. A grant from the American Association of Colleges and Universities (AACU) supported a workshop by Dr. Adriana Medina of UMBC on intercultural communication. Participants have described the INSPIRES Global Perspectives program as enriching, stimulating and motivating. They reported that their appreciation and respect for the diverse HCC community is enhanced, and that the global perspectives and knowledge gleaned from INSPIRES has informed and improved their ability to perform their core work, while providing insights and opportunities for working with the various constituencies on campus.

Other Considerations

According to Education Article §11-406, an institution that already has a program of cultural diversity must develop and implement a plan for improving the program.

Education Article §11-406 also requires the institution to describe its process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. HCC currently posts all campus crime statistics, including hate crimes, on its public web page in its Campus Crime Report, which can be found at <http://www.howardcc.edu/students/security/>. The report shows the previous three years of data, during which time there were no reported hate crimes on campus.

And finally, the statute asks each institution for a summary of any resources, including state grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

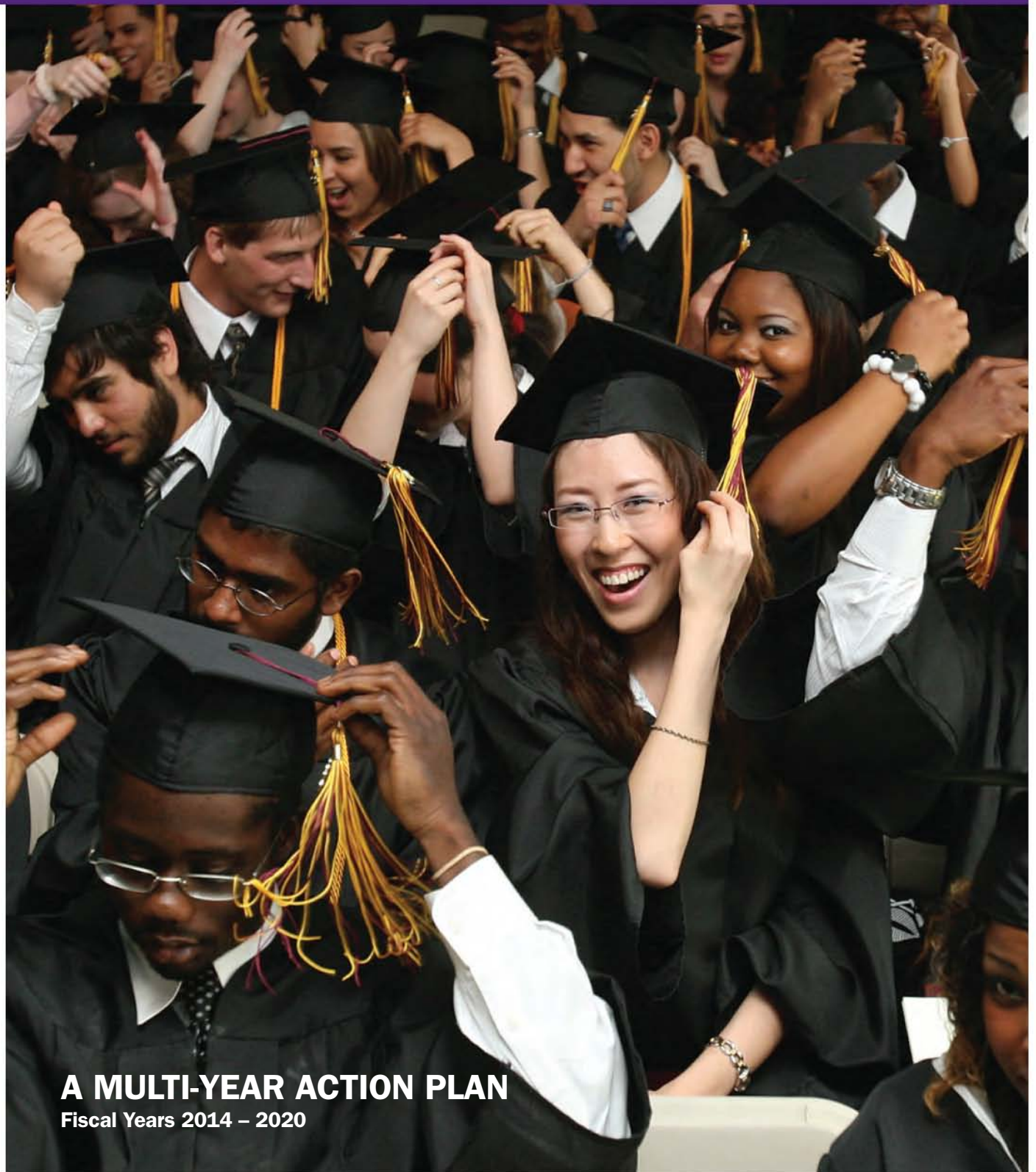
The following is a list of possible uses for grant money, which would help the college in its diversity initiatives:

- Programs and scholarships that increase opportunities for underrepresented students in the STEM and critical languages programs.
- Assistive Technology: Funding for educational technology that enhances learning and supports the access and success of students with disabilities.
- Transition to college/employment for students with disabilities: HCC provides support to a large number of students with disabilities, including a summer enrichment/transition program for high school students with disabilities and a career series program geared specifically for employment opportunities for the disabled. Additional funding will be needed for the expansion of these programs as space is currently limited and the demand is rising consistently each year.
- Additional funding for individualized academic support for low-income, first-generation college students: The college currently has a successful grant used to provide academic and personal support to disabled, low-income, and/or first-generation college students. In the 2012-2013 academic year, the program has over 41 graduates, transfers and certificate students who are contributing to the overall Completion Agenda. During the new grant cycle (2010-2015), the base grant was flat-funded in 2010 and reduced annually by over five percent in subsequent funding years. The college will need to secure additional funding to support increased staffing levels or long-term sustainability.
- Childcare: Additional funding will be needed to assist low income and unemployed parents with supplementing the costs of childcare.
- More funds for early college awareness and preparedness programs: The college would like to build upon its outreach efforts to the younger grades, including upper elementary through the ninth grade. Funds, including grant funding, to expand this effort particularly for first generation college students, those from low-income homes, foster children, Title I school students, and others who may be disadvantaged from

an early age to recognize that college is a possibility for them. There are many forms such programs could take, including on-campus summer programs, partnering with county health and nutrition programs to integrate preventative healthcare into early college awareness, cohort groups in which students advance on to college as a group starting from the fourth or fifth grades, tutoring and mentoring, parental and parent-child educational programs, camp scholarships, transportation, and more. School dropout rates are higher for some children than others. As a result, programs that promote persistence to postsecondary education are critical.

MONTGOMERY COLLEGE DIVERSITY PLAN

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence



A MULTI-YEAR ACTION PLAN

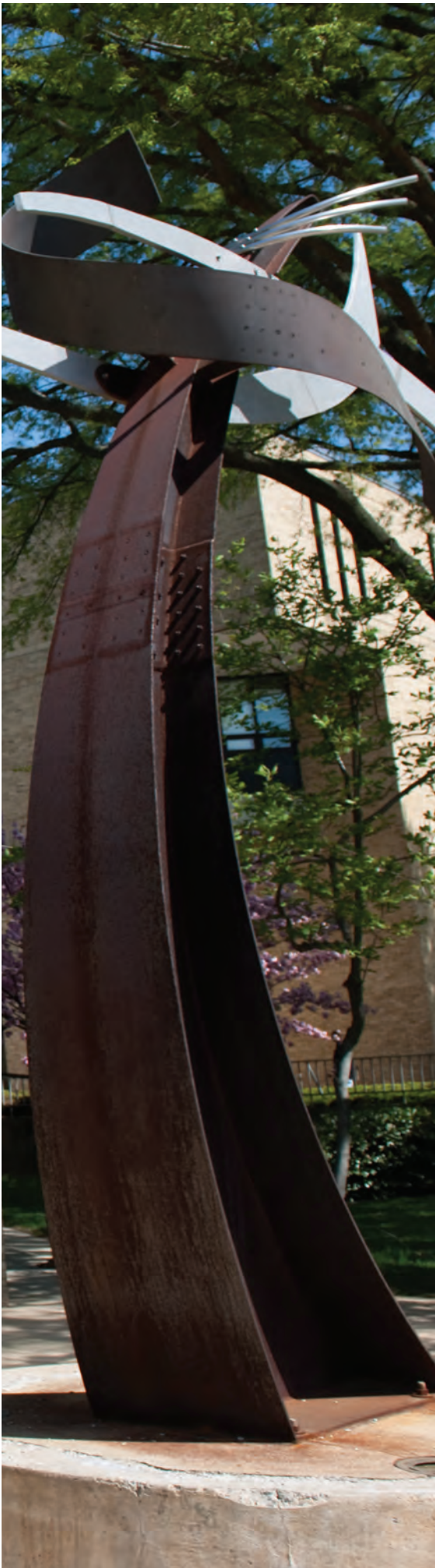
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INTRODUCTION

By Montgomery College President DeRionne P. Pollard

Sometimes, there are images you cannot shake . . . the kind of images you study, contemplate, and revisit, again and again. The most powerful images not only move us — they inspire us to change. I'd like to share one such image, as it is deeply relevant to Montgomery College's new Diversity Plan.

The image features two side-by-side photos of people trying to look over a fence. In the first photo, people of varying heights each stand on the same size bench. The result? They have varying views over the fence. One cannot reach it at all. This image is labeled "equity," in that each was each given the same tool — an identical, "equitable" bench. Unfortunately, the same tool did not yield the same results.

In the other photo, another set of people of varying heights also stare over the fence. But their benches are each different; they have been adjusted for the heights of those pictured. In this image, each can see over the fence. No one is left out. The label on this photo? "Social justice."

These dueling images could stand in for the evolving discussions in higher education about inclusion and pluralism — and our language and outcomes reflect this. The 1970s and 1980s were the era of affirmative action that evolved to the diversity movement of the 1990s. The diversity movement evolved and matured to the equity challenge of the 2000s, forcing us to simply understand

the work now as that of social justice. Sometimes we make the discussions too complicated. If we want to get to the truth, to the very root of the issue, there is one thing we surely must all agree on: that everyone — regardless of race, ethnicity, socioeconomic status, gender, sexual orientation, ability, background, and religious affiliation — should get a chance to look over that fence . . . to see a better future on the other side.

In our case, higher education is the fence. And on the other side lies a better life. For education is the key to accessing today's American Dream. And just as the image demonstrates, social justice has an instrumental role to play.

Social justice means every student, every employee, and every member of our community should be given the opportunity to access that fence — to see what lies on the other side. We should not — we cannot — pick and choose who gets that opportunity. And we should not — we cannot — give all students the same tools and expect the same outcomes.

Instead, we must determine how to best serve our diverse "stakeholders" whether student, employee, or community, and we must understand and provide the resources to get them to that place where each has a clear sightline to a better future. This Diversity Plan does just that, and I am so proud to endorse and share it with you.

MONTGOMERY COLLEGE DIVERSITY AND INCLUSION PLAN



In 2009, Montgomery College developed its first multi-year diversity action plan. The plan has been successfully implemented for three academic years — 2010 through 2012. To pursue strategically and actively the next phase of the College’s diversity¹ and inclusion² work, a Diversity Plan Committee was established by the Office of Equity and Diversity to develop an updated College diversity plan. The committee was comprised of representatives from a broad cross-section of the College’s faculty, staff, administrators, students, and Governance Council stakeholders. The committee members were appointed by each Senior Vice President, each Governance Council,

and each Campus and Workforce Development and Continuing Education Vice President/Provost. By engaging with members from the College’s internal communities, reviewing institutional documents and reports, and analyzing data, the committee developed this updated multi-year action plan.

As a best practice for implementing comprehensive diversity and inclusion work, the American Association for Colleges and Universities recommends an organizational learning approach because it “increases the likelihood that a campus will achieve and sustain institution-wide goals for diversity.”³ Consistent with this best practice, this plan has a philosophical and operational context for sustainable organizational learning that is informed by evaluation and assessment. To be implemented for the fiscal years 2014 through 2020, the plan identifies the College’s preferred future for diversity and inclusion in five key thematic areas: (a) Educational Excellence; (b) Access, Affordability, and Success; (c) Economic Development; (d) Community Engagement; and (e) Assessment and Institutional Effectiveness. The five thematic areas align with and complement the Montgomery College 2020

¹ According to the Association of American Colleges and Universities, diversity is defined as “individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious, or other affiliations).”

² According to the Association of American Colleges and Universities, inclusion is defined as “the active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.”

³ “A Guide to Comprehensive Diversity Work” identifies four areas to enhance and evaluate diversity efforts through organizational learning— (1) Envisioning diversity efforts in relation to institutional mission; (2) Developing both campus-wide goals for diversity and strategies that are linked to institutional mission; (3) Generating and implementing an action plan to achieve goals and an evaluation plan to monitor progress; and (4) Establishing infrastructure to sustain organizational learning and meet evolving goals for diversity. For more information, Alma R. Clayton-Pedersen et al., in *Making a Real Difference With Diversity: A Guide to Institutional Change* (Washington, DC: AAC&U, 2007), 61-70.



Strategic Plan and demonstrate the College's good faith effort and commitment to produce measurable results for expanding and sustaining institutional diversity and inclusion. Moreover, the Diversity and Inclusion Plan identifies an institutionally-preferred future that envisions diversity efforts in relation to the College mission; establishes college-wide strategies for diversity that are linked to the institutional mission; recommends evaluating the plan and monitoring progress as critical components of assessment and determining institutional effectiveness; and proposes establishing the infrastructure to sustain organizational learning and meet evolving goals for diversity. Finally, the plan includes: (a) the College mission statement, vision statement and core values; (b) demographic highlights of the College's students and employees; (c) the process for reporting campus-based hate crimes; (d) the College's non-discrimination policies and procedures; and (e) a statement on how the College will enhance and sustain diversity with measurable outcomes.

In accordance with Education Article, Annotated Code of Maryland, §§11-406 (b)(2) and (3), Dr. DeRionne P. Pollard, the president of Montgomery College, will annually "submit the plan to [the] governing board for review" and provide an update on the plan's implementation. The Montgomery College Board of Trustees will annually "submit a progress report on the institution's implementation of the plan to the Maryland Higher Education Commission (MHEC) by September 1." President Pollard has overall responsibility for implementation of the Montgomery College Diversity Plan. The President and the Board of Trustees endorse and support the plan's proposed strategic initiatives, measures and timelines. The President will ensure that the entire College community is aware of the plan and hold all senior and administrative leadership accountable for its successful implementation. Dr. Michelle T. Scott, Chief Equity and Diversity Officer (CEDO), has been assigned primary management responsibility and accountability for ensuring full compliance with the plan. To ensure the effective implementation of the plan, the CEDO has the necessary authority, resources, and support of the College's senior-level administrators.



MISSION

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

VISION

With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

VALUES

Excellence
Integrity
Innovation
Diversity
Stewardship
Sustainability

MONTGOMERY COLLEGE IN CONTEXT



Montgomery College is one of Maryland's most diverse community colleges, which includes the more than 164 nations represented in our student body. The College serves the most populous county in the state of Maryland, with nearly one million residents, and by almost any standard, the most demographically and culturally diverse county as well. The county is a "gateway for a changing population" according to the Maryland National Capital Park and Planning Commission, and the continuously changing population "mix" is even more dramatic than its substantial growth.

More than 31% of the county's population at the time of the 2010 Census is foreign born, up from 19% in 1990. This nearly one-third of the County's residents come from a wide array of locations – Central and South America (36%), Asia (37%), Africa (15%) and Europe (11%) – and reflect considerable cultural, ethnic, and racial diversity. Particularly enriching, yet challenging, are the data on language: some 39% of the county's population live in households where a language other than English is spoken, and 15% speak English "less than very well." The minority population in the county has increased from 21% non-white in 1987 to 41% in 2000, to 44% in 2005, and 51% in 2010. At the 2010 Census, Montgomery County became a "majority minority" population jurisdiction. Non-Hispanic whites comprise 49% of residents, while black and African-Americans make up 17%, Hispanic or Latinos 17% and Asians 14%.

The changing demographics of international, racial, and ethnic diversity in the county are reflected in the student population at Montgomery College. The College's three campuses serve more than 62,000 unduplicated credit and noncredit students annually. Of the 27,453 credit students enrolled in the fall 2012 semester, 64% were non-white (31% African-American, 14% Asian, 13% Hispanic and 12% multi-race), and 30% were from another country – some 164 different countries of origin. Both the credit and noncredit programs offer a large number of English for Speakers of Other Languages (ESOL) courses, and in the 2012 fiscal year, more than 10,000 students enrolled in some form of English language instruction for non-native speakers.



Since the fall 2008 semester, the total number of credit students at the College has increased 12%, from 24,452 to 27,453 students, and each campus has grown as well: Germantown by 29%, Takoma Park/Silver Spring by 19%, and Rockville by 11%.

Over that five-year period, the largest growth has been among students who've identified themselves as being "of more than one race." This "multi-race" category of students has increased from 944 in fall 2008 to 3,183 in fall 2012, a 237% gain. Primarily, this is attributable to the new procedure introduced in fall 2007, by which students would indicate, first, whether or not they were Hispanic/Latino, and then, if they chose to do so, which "race" they considered themselves. If a student indicated he/she was "Hispanic/Latino" and then also indicated one of the traditional "race" categories, the College considers him/her "multi-race," and such students ("Hispanic and a separate racial category") make up 80 - 85% of multi-race students. Black and African-American students also increased more than the total students, from 7,042 to 8,405 — a 19% increase from fall 2008 to fall 2012. Asian students increased a modest 2%, while Native American, Hispanic/Latino "only," and white students decreased.

As a proportion of the student body at large, non-white students have decreased slightly, from 60% to 58% but that proportional decrease was offset by the growth, from 4% to 12%, of the students who are multi-race — a group that is largely made up of students who are Hispanic and at least one other minority race. White students have dropped from 36% of the student body to 31%. In fall 2012, black and African-American students constituted the single largest racial group at the College — 30.6%, compared to white students at 30.5%.

GERMANTOWN CAMPUS

The change in the student racial profile is also noted at the three campuses and in the area of Extended Learning Services. The Germantown Campus student enrollment increased by 29% from fall 2008 to fall 2012. Multi-race, black and African-American, and Asian students reflected the largest increases, with Hispanic-only students increasing by 12% and white students by 3%. As a percentage of the total, white students decreased from 45% to 36%, while non-white and multi-race students grew to 64%.

ROCKVILLE CAMPUS

At the Rockville Campus, student enrollment increased by 11% overall from fall 2008 to fall 2012. Multi-race and black and African-American students had the largest gains. White students and Hispanic-only students decreased in total numbers and as a percentage of the total student body. Asian students dropped from 18% to 16%, white students dropped from 39% to 32%, black and African-American students increased by 3 percentage points, and multi-race students increased from 4% to 12% of all students.

TAKOMA PARK/SILVER SPRING CAMPUS

The Takoma Park/Silver Spring Campus had increases of 19% overall between 2008 and 2012 and gains in each racial category (except Native Americans), again with the largest increases being in the multi-race category of students. However, each racial group except multi-race shrank as a percentage of the total student body.

EXTENDED LEARNING SERVICES

Students taking one or more courses via (online) Distance Education have increased by 78% since fall 2008 from 2,717 to 4,821, and the largest increases have been among multi-race (+700%) and black and African-American students (+89%). While women enrolled in Distance Education constituted 61% of the enrollments, their increase from fall 2008 (+66%) has been exceeded by the increase in male students, who increased by 99%. Currently, of the Distance Education students, white students represent 34%, black and African-American 32%, Asians 14%, and multi-race 10%.

Female students continue to make up more than half of the credit student population, but the proportion has decreased slightly to 53% from 54% in the fall 2008 semester. There are slight variations by campus: Germantown 53% female, Rockville 51%, and Takoma Park/Silver Spring 60%.

As a microcosm of the county's changing community of diverse residents, Montgomery College engages the different backgrounds, values, languages, and cultures in an enthusiastic and positive fashion—making the rich contributions of our students and employees an integral part of the College educational and work experiences.

During the fiscal years 2000 through 2010, the College experienced significant incremental increases in its workforce. As a result, the workforce data indicate a 26% increase in employees, which includes a 29% increase in minority employees and a 42% increase in

female employees. The College workforce has specific job categories with significant diversity but with under-representation of Asian-American, Latino, and Native American employees. Targeted recruitment and hiring strategies have been developed and implemented to address these areas of under-representation.

The 2012-13 Affirmative Action Plan (AAP) data covers the College's workforce, which is a total of 1,830 employees. By category, the AAP demographic profile of the College workforce is:

- 834 (45.57%) minorities
- 1,067 (58.31%) females
- 24 (0.0061%) Employees with reported disabilities, which includes two minority employees and nine female employees.



By comparison to AAP data from 2012 (last year), the data in this plan indicate a .05% increase in employees; an 11% increase in minority employees; and a .09% increase in females. The College workforce data continue to identify specific job categories with significant under representation of Asian-American, Latino, and Native American employees.

During the fiscal years 2010 through 2013, the College's necessary decrease in recruiting and hiring activities has affected the data regarding the number of employees, minority employees, and female employees. As a result, the incremental increases have been substantially less. For example, the workforce data for that period indicates a 4% increase in employees, which includes a 2% increase in minority employees and a 2% increase in female employees.

To develop the Affirmative Action Plan, an organizational unit analysis was conducted to identify problem areas within organizational units and job groups. The analysis revealed that minorities and women are not significantly underrepresented or concentrated in any particular organizational unit. The data indicate that minorities are employed at a rate of 45%, represented in 83% of the College's 137 departments, and represented in 100% of the departments that employ 10 or more people. Women are employed at a rate of 58%, represented in 87% of all departments, and represented in 100% of departments that employ 10 or more people.



During the Affirmative Action Plan period from October 1, 2011 - September 30, 2012, a total of 9,763 applicants applied for 260 position vacancies. There were 143 new employees hired, including 67 minorities at 46% and 86 women at 60%.

In order to be more intentional and deliberate about sustaining its workforce diversity momentum and planning for its next generation of talent, the College developed and began the planning process to implement a Diversity Talent Management Proposal. The proposal identifies strategies and best practices to recruit, hire, and retain diverse employee talent. The College's diversity employment outcomes and trends will continue to be closely monitored, and the Diversity Talent Management Proposal will continue to be tracked and prioritized.

MONTGOMERY COLLEGE EQUITY AND DIVERSITY COMMITMENT



Establishing and maintaining a college climate that is welcoming to our diverse faculty, staff, students, and external communities is an institutional priority which is internalized throughout the organizational culture. At Montgomery College, diversity and inclusion are institutional core values and integrated into the College's operational, strategic, and tactical plans. As an institutional priority, diversity and inclusion are evidenced by Montgomery College's mission, organizational structure and capacities, leadership, systems for accountability, academic and non-academic programs and initiatives, targeted resources, policies, and practices, all of which systematically support our commitment to diversity. The College has a longstanding and intentional tradition of embracing and celebrating the multiple dimensions of diversity that exist within our campus and surrounding communities. Our institutional diversity is more than gender and race. In its broadest and most inclusive context, our institutional diversity includes ethnicity, religious belief, educational background, marital status, parental status, income, work background, military experience, persons of different sexual orientations and sexual identity, persons younger and older than 40, persons with a disability, and persons for whom English is a second language. In effect, the College seeks and embraces diversity that includes everyone.

Beyond legally-based compliance, our core values are inspired by and grounded in the tenets of individual and institutional accountability to promote a climate of inclusion, civility, fairness, dignity, and mutual respect

among our employees, students, and all the peoples that make up the Montgomery County communities. We believe these tenets are integral to our institutional and educational excellence and represent Montgomery College at its best.

Historically, Montgomery College has provided a wide array of diversity-related activities and development programs for students and employees. Identifying and implementing best practices are institutional cornerstones for achieving diversity, inclusiveness, and institutional excellence. It is our belief that the success of our students is partly, yet significantly, dependent upon the competencies of the people who work with them in every area of the institution. As a result, the College is firmly committed to the scholarship, innovation, and development of our employees. The intrinsic values of continuous learning, professional growth, and high performance are woven into the fabric of our institution.





EQUAL EMPLOYMENT AND EDUCATION COMPLIANCE POLICY AND PROCEDURE

Among Montgomery College's institutional priorities is ensuring employment and educational access, equity, diversity, and inclusion. The Montgomery College Board of Trustees has established eight affirmative action, diversity, and nondiscrimination policies and four associated procedures identified below. These policies and procedures support the College's diversity mission and ensure compliance with approximately 30 federal and state laws, regulations, and executive orders that protect students and employees.

- Hate/Violence Policy (31002)
- Hate/Violence Procedure (31002CP)
- Equal Employment Opportunity and Nondiscrimination Policy (31006)
- Equal Opportunity, Nondiscrimination, Sexual Harassment, and Sexual Assault Complaint Procedure (31006CP)
- Affirmative Action Policy (31007)
- Sexual Harassment Policy (31008)
- Sexual Assault Policy (31010)
- Consensual Relationships Policy (31106)
- Consensual Relationships Procedure (31106CP)
- Employment of Individuals with Disabilities Policy (32106)
- Employment of Individuals with Disabilities Procedure (32106CP)
- Equal Education Opportunity and Nondiscrimination Policy (41002)⁴

Through its non-discrimination policies, the Board of Trustees has directed that "in accordance with applicable law," the College will not discriminate against any student, employee, or applicant for employment who is "a qualified individual with a disability or on the basis of age, citizenship status, covered veteran status, disability, gender, gender identity, genetic information, national origin, marital status, race, religion, sexual orientation, or for any other reason." Furthermore, the Board of Trustees has assigned the responsibility of diversity and non-discrimination compliance to the Office of Equity and Diversity through the Office of the President. Education is a key element of the College's affirmative action, diversity, and non-discrimination policies and procedures. It is a policy of the Board of Trustees that the College provides "education and information for students, faculty, and staff to enhance understanding and increase awareness of the College's policy and procedures."

The College administrators and supervisors play a critical role in reaffirming the College's commitment to access, diversity, equity, and civility. Consistent with this role, administrators and supervisors annually notify and remind employees (i.e., faculty and staff) about the College's equal employment and equal education opportunity policies and procedures and their compliance responsibilities. At the beginning of each new academic year and the beginning of the spring semester, administrators and supervisors are required to disseminate and review the College EEO compliance, diversity, and related policies and procedures with their respective employees. As an official compliance requirement, this notification and review to employees is documented in the department and unit files. As a convenience to faculty, staff, and students, the College equal employment and equal education opportunity and diversity-related policies and procedures are electronically communicated through a variety of College media and fully accessible on the Office of Equity and Diversity's website. The Office of Equity and Diversity's website also offers a plethora of diversity and related resources.

⁴These policies and procedures are in the Montgomery College Policies and Procedures manual.

MONTGOMERY COLLEGE HATE AND VIOLENCE POLICY

In 1987 the Montgomery College Board of Trustees established a hate/violence policy. This policy espouses our institutional commitment to a climate of mutual respect among the many diverse individuals and groups that make up the College and Montgomery County communities. The College condemns any and all hate/violence activities, including those acts based upon such personal attributes as race, color, religion, national origin, age, disability, gender, sexual orientation, veteran of the Vietnam era status and/or identity as a veteran with a disability, or on any other basis, to the extent they are not covered in this policy.⁵ The Hate/Violence policy reaffirms that Montgomery College is a learning community that encourages freedom of thought and expression which maintains civility in the meaningful exchange of ideas. As a practice, the College's employees and students are encouraged to be the voices and examples of reason and understanding in maintaining levels of community, mutual respect, and civility which are consistent with the mission and goals of Montgomery College.

JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT (CLERY ACT) COMPLIANCE

Montgomery College's Annual Security Report is prepared and distributed in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the US Department of Education (34 C.F.R. Part 668.46). The College's Office of Safety and Security composes the Annual Security Report. The Annual Security Report contains three years of required campus crime statistics and certain campus security policy statements in accordance with the Clery Act. The text for the policy statements is prepared by the Office of Compliance with input and

additional information from other College offices. The statistical information is compiled by the Office of Safety and Security based not only on information that it receives directly, but also from crimes reported to (a) campus officials designated as "campus security authorities" (as that term is defined in the regulations) and (b) crimes reported to local law enforcement agencies.

By October 1st, the Annual Security Report is prepared and posted on the College's web page, and each member of the College community receives an e-mail that describes the report and provides the exact web address where the document is posted. A hard copy document is provided upon request. To ensure and monitor compliance of the Hate/Violence Policy, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and the Crime Awareness and Campus Security Act of 1990, the campus Safety and Security Offices work closely with the Office of Equity and Diversity and local law enforcement agencies.

As a proactive intervention, articles about campus community and facilities safety and security issues, precautions, and best practices have been published through the student newspapers, College communications media, public service announcements, and targeted media messages on radio and TV. In addition, the campus Offices of Safety and Security provide assistance and deliver crime prevention and safety programs and materials to faculty, staff, and students. Some examples include distribution of safety flyers, presentations to academic departments, new employee and student orientations, and participation in a student resource fair. These programs, held at the beginning of each semester, inform students and employees about crime prevention measures and campus security procedures and practices, and encourage personal responsibility for personal safety and the safety of others.⁶

⁵ Montgomery College Hate/Violence Policy

⁶ 2012 Montgomery College Office of Facilities Safety and Security Annual Security Report

DIVERSITY PREFERRED FUTURE & STRATEGIC ACTIONS



To promote and sustain Montgomery College's commitment to diversity and inclusion, the Diversity Plan identifies a preferred future in five thematic areas: (a) Educational Excellence; (b) Access, Affordability, and Success; (c) Economic Development; (d) Community Engagement; and (e) Assessment and Institutional Effectiveness. The five thematic areas align with and complement the Montgomery College 2020 Strategic Plan. The Diversity Plan proposes strategic actions and measures and outcomes to be implemented during fiscal years 2014 through 2020.



SUMMARY OF DIVERSITY PREFERRED FUTURE THEMATIC AREAS

1 Educational Excellence: Montgomery College will be a national leader for quality and relevancy by providing educational and academic programs that develop the cultural competence and support the success of its diverse community of students and employees.

2 Access, Affordability, and Success: Montgomery College will provide accessible and affordable educational opportunities for its diverse communities and ensure student success and completion.

3 Economic Development: Montgomery College will promote and support economic development by ensuring that rigorous and relevant regional, national, and global workplace competencies are reflected in programs and curricula.

4 Community Engagement: Montgomery College will reflect and support the diversity of the communities we serve. The College will strategically foster community relationships, outreach, civic responsibility, and intercultural understanding to enrich the life of the community.

5 Assessment and Institutional Effectiveness: Montgomery College will strengthen and implement responsible equity and diversity policies and procedures, best practices, and ongoing assessment and compliance strategies that are aligned with the MC2020 Strategic Plan to ensure that Montgomery College is a regional destination employer for diverse employees.

PREFERRED FUTURE: EDUCATIONAL EXCELLENCE

1

Montgomery College will be a national leader for quality and relevancy by providing educational and academic programs that develop the cultural competence and support the success of its diverse community of students and employees.

PROPOSED STRATEGY 1:

Building on Montgomery College's successful foundation of professional development programming for diversity and multiculturalism, the College will further develop and expand a wide variety of activities, events, and professional development opportunities that relate to diversity and multiculturalism. These opportunities are designed to enhance and foster a culture of inclusiveness and deepen intercultural understanding in the College community.

STRATEGIC ACTION MEASURES:

- Require all new college employees as part of their performance evaluation to participate in one of the multicultural professional development activities offered by the College's professional development entities (guidance on appropriate activities will be provided by the Office of Human Resources, Development, and Engagement and Office of Equity and Diversity).
- Require each employee to have one performance goal annually that addresses the development and/or enhancement of cultural competency in relation to diversity and multiculturalism (guidance on appropriate activities will be provided by the Office of Human Resources, Development, and Engagement and Office of Equity and Diversity).
- Design, develop, and deliver professional development opportunities for faculty and staff to increase cultural competence and foster best practices in
 - Teaching and learning in a multicultural environment,
 - Working in a multicultural environment, and
 - Leading and managing in a multicultural environment.
- Design, develop, and deliver College-wide events and activities for students and employees to increase cultural competence.
- Maintain assessment data (e.g., track the number of activities provided, the number of individuals who participate, the number of faculty and/or staff who develop and deliver training or become certified).
- Assess and compare current programming with institutional data and best practices to identify strengths and weaknesses of current programming.
- Develop action items and/or recommendations for strengthening programming.
- Submit a report to the President annually documenting progress.



PROPOSED STRATEGY 2:

Develop and implement a college-wide assessment plan for tracking the cultural and professional competence (e.g., content knowledge, teaching skills, and credentials) of faculty and staff in all professional development units (i.e., Center for Professional and Organizational Development, Center for Teaching and Learning, and Distance Education and Learning Technologies) as related to diversity and multiculturalism, including participation by faculty in the professional training opportunities offered by the Global Humanities Institute.

STRATEGIC ACTION MEASURES:

- Track the number of faculty and staff who successfully complete training, courses, or certification programs such as the Tapestry Certificate Program.
- Track the number of faculty and staff who participate in professional training opportunities offered by the Center for Professional and Organizational Development, Center for Teaching and Learning, Distance Education and Learning Technologies, and Global Humanities Institute.

PROPOSED STRATEGY 3:

Expand College website with diversity and multicultural resources for faculty, staff, administrators, and students, ensuring that the site

- Provides a wide array of information (e.g., internal and external professional development offerings, suggested readings, reference materials, links, etc.);
- Is accessible (linked) from multiple College web pathways (e.g., websites, My MC tabs, etc.);
- Maintains current information;
- Has a documented review and maintenance plan; and
- Increases digital access to learning materials created as a result of professional development training seminars and the Global Humanities Institute.

STRATEGIC ACTION MEASURES:

- Maintain assessment data (e.g., track the number of visitors to the website).

PREFERRED FUTURE: ACCESS, AFFORDABILITY, AND SUCCESS

Montgomery College will provide accessible and affordable educational opportunities for its diverse communities and ensure student success and completion.

**PROPOSED
STRATEGY 1:**

Collaborate with schools, community agencies, and parent groups to focus outreach efforts on helping diverse Montgomery County communities understand how students can attend college and access appropriate support resources, especially financial aid, particularly for underserved populations such as veterans, international-multicultural students, nontraditional-aged students, student-parent populations, first-generation students, and other communities that have limited numbers of representatives attending college.

**STRATEGIC
ACTION
MEASURES:**

- Number of financial aid events targeted to underserved populations.
- Number of workshops provided to students on navigating the financial aid process and securing resources to manage personal finances.
- Number of bilingual volunteers recruited for community-wide and on-campus events.
- Number of bilingual financial aid publications and presentations that support the College's outreach initiatives.
- Number of outreach and on-campus events targeted to diverse populations and to underserved communities that have limited numbers of representatives attending college.
- Number of partnerships with schools and agencies that serve culturally diverse populations.
- Number of partnerships with agencies and companies that promote financial literacy and consumer education.
- Number of bilingual and diverse staff and faculty employed across the College who have experience working with underserved populations and multi-lingual communities.

PROPOSED STRATEGY 2:

Use and develop established partnerships with agencies serving immigrant, culturally-diverse, and underserved populations in order to create work-study assignments that provide culturally-enriched experiences for the student body.

STRATEGIC ACTION MEASURES:

- Number of community-service Federal Work-Study jobs that currently serve the targeted population.
 - Number of agencies actively available for work-study assignments.
-

PROPOSED STRATEGY 3:

Develop a student recruitment plan and protocol for outreach to multi-lingual communities, including world languages and American Sign Language, in order to more effectively and meaningfully reach students, parents, and community members in their primary language.

STRATEGIC ACTION MEASURES:

- Number of Spanish-language outreach materials and events for prospective students and their families, including brochures, postcards, presentations, posters, and web-based materials.
- Number of outreach materials and events available in multiple languages, including brochures, postcards, posters, web-based materials, and advertisements in directories, newspapers and other print publications.
- Development of a consistent protocol to provide families fluent in languages other than English the opportunity to acquire College information in the family's primary language.
- Identification and translation of relevant Montgomery College website pages for multi-lingual communities to be reflective of the demographics of emerging populations in Montgomery County.
- Number of callers to the Spanish-language radio program, "Mi Escuela Es Su Escuela."
- Number of bilingual and diverse outreach coordinators and student services staff employed across the College who have experience working with underserved populations and multi-lingual communities.
- Number of relevant marketing and outreach mediums targeted to emerging demographic populations in the county.





PROPOSED STRATEGY 4:

Increase the number of MC Foundation scholarships for students who need financial assistance in order to promote increased access and diversity for Montgomery County communities that are underserved or have limited numbers of residents attending college.

STRATEGIC ACTION MEASURES:

- Number of potential donors identified by the College Foundation who are open to providing unrestricted scholarships to students who need financial assistance.
 - Number of students awarded scholarships.
 - Number of scholarships offered.
-

PROPOSED STRATEGY 5:

Provide support services and other educational opportunities that promote cultural competence and enhance the educational experiences of diverse students. Develop, implement, and secure resources to encourage meaningful student engagement opportunities and reduce the educational achievement gap for Hispanic/Latino and African-American students, especially males. Support our diverse student population in completing their career and academic goals.

STRATEGIC ACTION MEASURES:

- Number of students who use support services such as learning centers, libraries, and tutoring services.
- Number of student clubs and activities that celebrate diversity and promote meaningful interactions.
- Number of opportunities for students to participate in global learning and leadership experiences, including education abroad, alternative breaks, service learning, and internships.
- Number of students who participate in global learning and leadership experiences, including education abroad, alternative breaks, service learning, and internships.
- Number of targeted program initiatives focused on reducing the educational achievement gap.
- Number of Hispanic/Latino and African-American students who complete degree, certificate, or letter-of-recognition programs.
- Number of Hispanic/Latino and African-American male students who complete degree, certificate, or letter-of-recognition programs.
- Percentage of Hispanic/Latino and African-American students who receive a grade of C or better in credit courses.
- Percentage of Hispanic/Latino and African-American male students who receive a grade of C or better in credit courses.
- Number of career program graduates who obtain a position related to their curriculum.
- Percentage of students who pass licensure or certification tests required to work in their career field (e.g., nursing, education, physical therapy, radiologic technology, etc.).



PROPOSED STRATEGY 6:

Modify current College student-information systems to capture data upon admission that will assist with retention of at-risk student populations.

STRATEGIC ACTION MEASURES:

- Number of data fields in forms and student data systems modified to capture identifiers such as first generation student, assessment scores, race, high school attended, sexual orientation/gender identity, and Pell grant status.
 - Number of ways that College staff and faculty can be alerted if an at-risk student is not performing well in class.
 - Number of outreach methods or programs targeted to retention of at-risk populations.
 - Number and frequency of at-risk reports sent to deans of student development containing new identifiers.
 - Percentage of fall semester credit students identified as at-risk who persist to the subsequent fall semester.
-

PROPOSED STRATEGY 7:

Apply for grants available to minority-serving institutions.

STRATEGIC ACTION MEASURES:

- Increase in the number of grant proposals.
- Increase in the number of grants awarded.

PREFERRED FUTURE: ECONOMIC DEVELOPMENT

3

Montgomery College will promote and support economic development by ensuring that rigorous and relevant regional, national, and global workplace competencies are reflected in programs and curricula.

PROPOSED STRATEGY 1:

BUSINESS TRAINING

Establish business and organizational partnerships between Workforce Development and Continuing Education to train company/organization employees and to foster economic development and increase the economic health of the county.

- Ensure cultural competency among faculty and staff in order to meet the needs of the diverse workforce of Montgomery County and to enhance students' competitiveness and marketability.
- Train county small and minority business employees in key workplace skills and in multiple languages.

STRATEGIC ACTION MEASURES:

- Number of multicultural and multilingual staff and faculty supporting training of organizations and businesses.
- Number of organizations requesting employee training.
- Number of workplace-skills training programs, seminars, and workshops provided to small and minority businesses in other languages.

PROPOSED STRATEGY 2:

STAFF AND FACULTY EMPLOYMENT

Implement diversity best practices to recruit, select, and employ multilingual/multicultural/multi-skilled employees and to enhance cultural competencies that fulfill business needs.

STRATEGIC ACTION MEASURES:

- Number of multicultural and multilingual staff prior to and after the implementation of clear outreach efforts to hire a diverse workforce.
- Number of advertisements placed in media that target diverse populations.
- Communication with colleges and universities that graduate a diverse student body.
- Number of faculty and staff hired with specialized/dedicated skills to teach/train underserved populations and non-English speaking communities.
- Continuation of diversity training for all staff and faculty.
- Development of a list of languages, other than English, spoken by staff and faculty.
- Representation among faculty and staff of the skills and languages needed within the region's workforce.



PROPOSED STRATEGY 3:

EDUCATING AND TRAINING STUDENTS

Train/educate students to succeed in a diverse workplace by providing access to cultural competencies and world languages.

- Identify internship opportunities locally and abroad to help students function more successfully in today’s global market.
- Place students in internships with local, national, and international business/ organizations.
- Continue to provide study abroad.
- Provide diversity and multicultural training for all students.

STRATEGIC ACTION MEASURES:

- Number of students placed in local, national, and international internships.
- Number of students studying abroad.
- Number of students trained in diversity and multiculturalism.

PROPOSED STRATEGY 4:

PROCUREMENT AND COMMUNITY SUPPORT

Increase economic competitiveness of county-based companies by contracting with local companies as well as small and minority businesses.

STRATEGIC ACTION MEASURES:

- Number of contracts awarded to and goods purchased from minority-owned businesses.
- Level of marketing and outreach to diverse and minority-owned businesses.

PREFERRED FUTURE: COMMUNITY ENGAGEMENT

Montgomery College will reflect and support the diversity of the communities we serve. The College will strategically foster community relationships, outreach, civic responsibility, and intercultural understanding to enrich the life of the community.

PROPOSED STRATEGY 1:

Establish a College office and a community roundtable/advisory committee focusing on outreach to and engagement with the diverse county populations.

STRATEGIC ACTION MEASURES:

- Number of town hall meetings and community activities related to the diversity of the geographical section of a particular community.
- Level of diversity reflected in the Community Engagement Roundtable/Advisory Committee.
- Number of community partnerships created to participate in issue- and group-based civic and community programs and service projects.
- Number of actionable advisory committee recommendations that are implemented by the College and/or its partners.

PROPOSED STRATEGY 2:

Expand multi-lingual accessibility of College outreach materials to promote the College's efforts to create and sustain an open and welcoming environment.

STRATEGIC ACTION MEASURES:

- Number of identified key website pages for which translation is available.
- Number of marketing and outreach publications offered in additional languages.
- Percentage of surveyed respondents indicating the materials/sites were helpful and welcoming.





PROPOSED STRATEGY 3:

Host college-wide events to facilitate understanding among diverse populations and to bring the community to the College.

STRATEGIC ACTION MEASURES:

- Number of events for which participation by a diverse population is a principal focus.
 - Number of events focusing on diverse or underserved populations facilitated by College faculty.
 - Number of participants indicating (e.g., via survey or feedback tool) that the event did foster new or additional understanding or change in perception.
 - Number of family-centered activities drawing members of the community to the College.
-

PROPOSED STRATEGY 4:

Establish community engagement centers through which underserved populations can be connected to College services.

STRATEGIC ACTION MEASURES:

- Number of individual service encounters provided through community engagement centers.
- Quality of individual service encounters as determined through comment cards or surveys.

PREFERRED FUTURE: ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

5

Montgomery College will strengthen and implement responsible equity and diversity policies and procedures, best practices, and ongoing assessment and compliance strategies that are aligned with the MC2020 Strategic Plan to ensure that Montgomery College is a regional destination employer for diverse employees.

PROPOSED STRATEGY 1:

Conduct comprehensive review and inventory of existing academic and nonacademic diversity-related and nondiscrimination College policies, procedures, and best practices to ensure responsible equity and diversity stewardship and to sustain faculty, staff, and student diversity.

STRATEGIC ACTION MEASURES:

- Number of diversity-related and nondiscrimination policies, procedures, and best practices updated or reviewed annually.
- Frequency and modes of communication related to College diversity and nondiscrimination policies and procedures, including the College Affirmative Action Plan.
- Accessibility and currency of College diversity and nondiscrimination policies and procedures, including the College Affirmative Action Plan.
- Percentage of job announcements, advertisements, and recruitment and promotional brochures that contain the College statement of commitment to diversity and nondiscrimination.
- Number of College-wide briefings, notifications, and updates provided on federal and state diversity and equal employment and education opportunity regulations protocols
- Number of actionable advisory committee recommendations that are implemented by the College and/or its partners.

PROPOSED STRATEGY 2:

Conduct comprehensive review and inventory of existing academic and nonacademic education programs and related professional development activities with a focus on diversity best practices and areas of compliance with federal, local, and state regulations.

STRATEGIC ACTION MEASURES:

- Number (or percentage) of academic and non-academic education programs and professional development programs and activities aligned with the College's diversity policy, procedures, and plan.
- Level of compliance with approximately thirty federal, state, and local laws, regulations, and Executive Orders addressing education and employee equity and diversity.
- Availability of English courses/training for staff who have limited English proficiency.



PROPOSED STRATEGY 3:

Monitor, evaluate, and assess goal achievement of the College Diversity Plan and, as necessary, update the plan to support and sustain diversity goals and objectives.

STRATEGIC ACTION MEASURES:

- Level of integration between the College Diversity Plan and the College Strategic Plan.
- Frequency of assessments and updates to the College Diversity Plan.
- Frequency and accessibility of communication related to the Diversity Plan updates and goal achievements in each of the plan’s key areas.

PROPOSED STRATEGY 4:

Identify and implement diversity best practices to enhance recruitment and selection processes in order to ensure a thoroughly diverse applicant pool and to expand opportunities to attract and retain a highly diverse faculty and staff workforce.

STRATEGIC ACTION MEASURES:

- Increased participation in the number of job fairs that target diverse or underserved populations.
- Increased number of advertisements placed in media that target diverse or underrepresented applicant populations, such as listservs, professional associations, internet recruiting sources, and various higher education publications.
- Increased number of partnerships with diverse communities, organizations, and businesses.
- Increased diversity on College search and selection committees with at least one-third of members representative of the College’s diversity.
- Increased number/percentage of job descriptions, titles, duties, and experience and education requirements that are accurate and comply with legal requirements related to race, color, religion, sex, gender, age, disability, veteran status, national origin or any other characteristic protected by applicable law.
- Increased number of faculty and staff who are proficient in one of the top five languages represented in Montgomery County and who possess relevant work experience with underserved populations and non-English speaking communities.
- Level at which the College’s employment website and recruitment publications feature diverse employees who reflect the College’s future diversified workforce goals.



www.montgomerycollege.edu | 240-567-5000

An academic institution committed to promoting equal opportunity and fostering diversity among its students, faculty, and staff.





Transforming lives.

PRINCE GEORGE'S
COMMUNITY COLLEGE

CULTURAL DIVERSITY REPORT

A Roadmap for Ensuring and Sustaining
Diversity in Our Community

2012-2013 Update
August 2013

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Introduction

Prince George's Community College has long recognized the importance of equal opportunity and diversity in education and includes diversity as one of our core values. In 2010, the college engaged in a rigorous strategic planning exercise resulting in the following vision, mission, values, and strategic goals.

Vision

Prince George's Community College will be the community's first choice for innovative, high quality learning opportunities.

Mission

Prince George's Community College transforms students' lives. The college exists to educate, train, and serve our diverse populations through accessible, affordable, and rigorous learning experiences.

Values

Excellence - We strive to ensure quality outcomes through rigorous learning experiences designed to develop the mind and build character through civic engagement and service learning.

Success - We believe all individuals have the potential to realize their goals.

Diversity - We promote opportunities to expand our worldview through exposure to and greater understanding of all peoples, cultures and lifestyles.

Respect - We treat every person with the same humanity, courtesy, and civility that we expect for ourselves.

Professionalism - We believe all individuals will approach their responsibilities ethically, fairly and with high standards.

Lifelong Learning - We promote learning and development at all stages of life. We believe learning takes place at all times both inside and outside of the classroom. We honor and embrace all forms of learning, both formal and informal.

FY 2010 – FY 2013 Strategic Goals

Prince George's Community College will

- respond to and anticipate the learning needs of a diverse student population by creating and expanding educational opportunities and support services;
- create and expand educational opportunities and support services that respond to and anticipate evolving workforce demands;
- secure mission-compatible alternative funding, build mutually beneficial partnerships, and strategically allocate financial resources;
- create and expand technology-based educational offerings, support services, and professional development opportunities;
- emphasize and promote, both internally and within the region, the college's role as an agent of change.

Since 2010, the college has been engaged in aggressively meeting the intent of the strategic plan while maintaining a laser focus on the institutional vision, mission, and values. The result is

manifested in both successes in increasing graduation rates, satisfaction with degree attainment and its impact on job placement, and increases in employee diversity. We also note that areas exist that continue to require attention to insure that our diversity mirrors that of the county, to the extent possible, and that we are educating students to be fully engaged in a diverse nation and world.

In fall 2012, 13,824 students were enrolled in traditional and online credit courses at the College's main campus in Largo as well as four of its six degree and extension centers: Joint Base Andrews at Andrews Air Force Base, Laurel College Center in Laurel, and University Town Center in Hyattsville and at John Eager Howard in Upper Marlboro. Non-credit students were enrolled at all of these sites as well as the Skilled Trades Center in Camp Springs, Westphalia Training Center in Westphalia, and other contracted sites around the county. Of the credit students enrolled in fall 2012, 12 percent were fulltime while 88 percent studied part-time, 93 percent lived in the County and 74 percent identified themselves as African American/Black.

Summary of FY 2012-FY 2013 Diversity Plan

Prince George's Community College is one of only two community colleges in the state that services a credit student body made up primarily of minority students. Therefore, the college's cultural diversity plan up to 2013 took a holistic approach to the overall commitment to diversity in our student populations, employee composition, programs, services, and outreach to the community when the following goals were developed.

Goal 1: Increase student educational goal attainment

Tasks:

1. Assess all learning programs.

Status: The College has instituted a rigorous and regular cycle of program review. Each year between five and eight programs engage in what amounts to a miniature self-study reviewing the alignment of program goals with student outcomes, the viability of programs in light of enrollments, and the adequacy of institutional resources including faculty.

The college's ongoing commitment to this process is evidenced by the decision to create both a director-level and staff position within the Office of Planning, Assessment, and Institutional Research, provide release time for two faculty members to work directly with academic departments, and embed volunteer assessment coordinators within academic divisions. This highly successful model is currently being adapted as the college engages in an equally rigorous assessment of the degree to which student, academic, and institutional support areas engage in improving the learning experiences of our students.

2. Align credit and noncredit programs that support career development and lifelong learning.

Status: The College has been involved in the Maryland pilot of MI-BEST which combines basic skills and occupational skills training. This program was designed to allow students to build their basic and career skills at the same time and embark on a career pathway leading to further education and employment. Of the 36 students enrolled, 78% were foreign-born, 50% were Hispanic/Latino/Latina and 42% were Black/African American.

3. Develop a broad array of student engagement opportunities to foster academic excellence, professionalism, leadership, diversity and lifelong learning.

Status: On the national scene, the college continues its involvement as both an American Association of Colleges and Universities (AAC&U) Roadmap Institution and an Achieving the Dream (AtD) institution. Achieving the Dream's goal is success for more community college students, especially students of color and low-income students. The focus and commitment required by these national initiatives have led to an intense and fruitful examination of existing practices, particularly in the areas of new student orientation, late registration, creating clear educational pathways, improving the college's catalog and web presence, and academic advising.

Although FY2012 was primarily a planning year, early indicators show significant movement as manifested in the creation of a single message of Envision Success for students, faculty, and staff.

Measures:

1. Student attainment of educational goals.

The Performance Accountability Report (PAR) indicators continue to demonstrate that our students are satisfied with the degree to which PGCC has assisted them in attaining educational goals. Alumni survey results consistently report a satisfaction rate in the 93 to 97 percent range.

2. Student graduation rates.

The number of individuals receiving a certificate and/or degree from PGCC has continued to increase. Between FY2009 and FY2012, the total awarded increased by 307 or 38.4 percent. This is most notably the case for transfer degrees. During that same period, the number of transfer degrees awarded increased by over 76 percent from 303 to 534.

3. Career student job placement rates.

The PAR indicators yield a 95 percent success rate in the ability of PGCC students graduating from career programs to find full-time employment in their field.

4. Percentage of students participating in engagement activities.

Information obtained from our participation in AAC&U's Roadmap Project and Achieving the Dream indicates that the number of students participating is increasing. In the fall of 2012, the College's overall score on the Survey of Entering Student Engagement (SENSE) for "Engaged Learning" was 56.1% compared to the standard benchmark of 50% for all participating institutions.

Goal 2: Improve student academic outcomes

Tasks:

1. Ensure that oral and written communication, abstract reasoning and critical thinking are outcomes for all courses throughout the curricula.

Status: The College implemented new Student Core Competencies (SCC), which function as institutional learning outcomes, and a process to align course outcomes with SCCs. There are currently six SCCs: Communication, Critical Reasoning, Scientific and Quantitative Reasoning, Information Literacy, Culture, and Ethics. Throughout FY2010-FY2012, all course master syllabi were revised to demonstrate to students which course outcomes align with program outcomes and the above SCCs.

2. Develop and implement a process for integrative assessment of student learning.

Status: Using the alignments noted in the initiative above, the college implemented a robust assessment process. This process uses course-embedded tests and assignments to measure student success in the course as well as institutional outcomes. Through the assessment data, performance at the course, program and institutional outcome levels are continuously analyzed to determine and implement opportunities for improvement.

3. Develop and implement a plan to improve the effectiveness of course prerequisites.

Status: Academic Affairs, in collaboration with a variety of departments, clarified and defined developmental courses as those courses that prepare students for college-level work. As a result, ten existing courses were reclassified as developmental or remedial and were renumbered.

During FY2011, following an analysis of performance of students in developmental math, the Academic Council decided that students who tested into any developmental courses—math, English, or reading—should be required to enroll in those courses within prescribed time frames and complete all remaining courses in the sequence until all requirements were fulfilled. During the same time frame, the Academic Council identified three gatekeeper courses (EGL 1010, CIS 1010, and MAT 1120 or equivalent) and approved a procedure requiring students to start these courses within their first 18 credit hours at the college. This procedure will be fully operational in fall 2013.

Measures:

1. Course pass rates.

All of the completed tasks noted above were collectively implemented in order to increase global pass rates. However, during the time since this plan was submitted, Prince George's Community College became an Achieving the Dream College and reframed the manner in which it would measure the success of these tracks. The appropriate institutional measures that will be used to measure success of the noted tasks (as well as some others) are:

1. Increase the rate of students' completion of developmental education and subsequent entry into credit-bearing courses;
2. Increase the rate of success in gatekeeper courses;
3. Increase fall-to-fall retention rates;
4. Increase completion rates.

As already noted, between FY 2009 and FY 2012, the total degrees awarded increased by 307 or 38.4 percent. The College implemented a variety of interventions with the goal of increasing completion rates. However, because the college completed implementation of the tasks that laid the groundwork for the above outcomes in the past academic year, full analysis of their effectiveness is not readily available. PGCC's ability to implement these and other significant academic changes has been lauded at national conferences, including Achieving the Dream. The college was also recognized with the League of Innovation's Innovation of the Year Award for this work and its connection to Envision Success, the strategic plan.

Goal 3: Improve retention of students

Tasks:

1. Develop and implement a comprehensive, data-driven student retention plan that includes discipline-specific retention activities and faculty mentoring.

Status: The College recently acquired the technology necessary to allow for automated longitudinal tracking of the progress to degree completion being made by individual students, enabling the College to target resource allocation to those showing the most promise and improvement.

2. Develop and implement an action plan for "at-risk" students to provide appropriate supports for those students.

Status: In FY 2011, the college implemented an automated “retention alert” program designed to make it easier for faculty to direct students to resources and resources to students. The faculty member can identify a student in need of additional assistance and individuals within Student Services are assigned to follow-up and direct them to the appropriate services that will help them be more successful.

In fall 2013, a new faculty advising model will be piloted in which all full-time faculty members will advise twelve continuing students through their academic programs. This model will eventually provide all students with a single point of contact to assist them with academic needs or to direct them to appropriate student support services.

There are several student programs and services that support students who are at-risk.

In 2009, the college implemented a new program that focused on men of color - the Diverse Male Student Initiatives (DMSI) designed to retain and graduate men of color. DMSI students were retained at higher rates compared to the general student population and to all Black and Latino males; the one-year retention rate was 82% for DMSI participants who were at least moderately involved in the program. DMSI participants—when they were at least moderately involved in the program—also surpassed other groups in their academic success: 71.5% passed their courses with a “C” or better, compared to 66% of the general student population and 63% of all Black and Latino males. The Student Support Services program continues to serve low-income, first generation students. Of the 275 students served last year, the persistence rate was 79.63% with 95.72 of all participants ending the year in good academic standing. This year, the program served over 200 participants. In FY 2013, the college implemented Veterans’ Upward Bound to support veterans wishing to gain an associate degree/workforce credential. The Dreamkeepers Financial Assistance program provides emergency resources to avoid dropping out when faced with unforeseen financial difficulties. Fifteen students were awarded funds. PGCC Cares is a college-sponsored initiative which allows staff and faculty to respond to students’ immediate needs with services, referrals, resources, and supplies.

3. Expand student participation in the Collegian Centers, Honors program and Phi Theta Kappa.

Status: Faculty coordinating these initiatives continue to be enthusiastically committed to them along with similar initiatives. Each Collegian Center now hosts a series of events each academic year that is tied to the discipline it represents. In STEM and Business, the Collegian Centers have focused on peer-to-peer advising, which preliminary anecdotal evidence suggests has been well-received. For 2012-2013, 59.6% of the students in the Honors Program were female and 40.4% were male. With respect to race, 62.3% were Black/African-American, 12.5% were Asian, 11.8% were Hispanic/Latino, 9.3% were White, and 4.2% were two or more races.

Measure:

1. Second year retention of first-time freshmen

The retention rate of the group entering fall 2010 to fall 2011 was 53.1 percent. The retention rate for the following year’s cohort (fall 2011 to fall 2012) declined to 49.1 percent. This decline can be almost solely attributed to two “events”: 1) changes in Pell eligibility requirements resulted in a large number of PGCC students not being able to take advantage of this source of financial aid; 2) policy changes that did not permit late registration and required students to pay or make arrangements to pay at the time of registration. As a result, students were unable to return for the fall 2012 semester. PGCC knew that there

was a possibility that enrollment would be negatively impacted, for at least a semester. However, the college believed that impressing upon students the importance of being ready to engage on the first day of classes was a message worth the cost. Enrollments have recovered and the culture is shifting. The college continues to devote considerable resources to “acclimating” new students, an ever-growing number of whom are first-generation college, to the rigors of a post-secondary education.

Goal 4: Increase the number and diversity of qualified employees

Tasks:

1. Establish and implement a comprehensive human resources strategic plan that includes succession planning and a commitment to diversity.

Status: The Succession Planning Committee will complete Phase I of the planning in early fall 2013 for review.

2. Increase diversity among college employees.

Status: The College continues to improve minority representation among full-time administrative and professional staff. The most recent PAR posts that percentage at 65.9 compared to 55.0 percent in fall 2009. Nationally, the demand for qualified minority faculty remains high. Prince George’s Community College has succeeded in steadily increasing its percentage of full-time minority faculty from 35.3 percent in fall of 2009 to 38.0 percent in fall 2012.

A review of the College’s workforce profile reveals several workforce patterns to consider: a Hispanic workforce that is not keeping pace with the County’s Hispanic population and consistently low Asian/Pacific Islander and American Indian full time faculty and adjuncts. Prince George’s County census estimates for 2012 reflects 14.9% Hispanic and PGCC workforce reflects 3%. The objective of this initiative is to further expand the representation of minorities, especially among the faculty.

3. Reduce amount of time required to recruit, interview and hire new employees in order to create a more flexible and responsive work environment.

Status: In November 2011, a pilot program, PeopleAdmin Applicant Tracking System, was launched with several departments. The college fully implemented the PeopleAdmin Applicant Tracking System in December 2012, streamlining internal processes for hiring and providing improved feedback to candidates during the recruitment process.

Measures:

1. Percent of minorities or women in staff, faculty, and administrative ranks.

For the third consecutive year, females continued to proportionately make up a larger percentage of PGCC’s workforce – 59.1%. The College will continue to be aggressive in targeting Hispanic and other minorities for faculty and staff positions.

2. Manager satisfaction with knowledge and skills of employees.

The college conducts annual performance reviews providing structured opportunities for feedback and discussion of professional development needs. Feedback from this process has informed the development

of both the Leadership Institute and the Supervisory Training Program to address areas that need improvement.

Goal 5: Increase staff utilization of and satisfaction with professional development and training

Tasks:

1. Develop and implement professional development plan that will enhance supervisory skills and increase oral and written communication, discipline specific knowledge and technical literacy so all employees can realize their full potential for advancement.

Status: In 2012-2013, there were two cohorts of supervisors, totaling 36 persons that went through supervisory training. As of June 30, 2013 69 out of 186 supervisors have completed training.

Measures:

1. Employee satisfaction with professional development

All participants in the supervisory training were asked to evaluate their learning experience. Following is a summary of the comments from both cohorts:

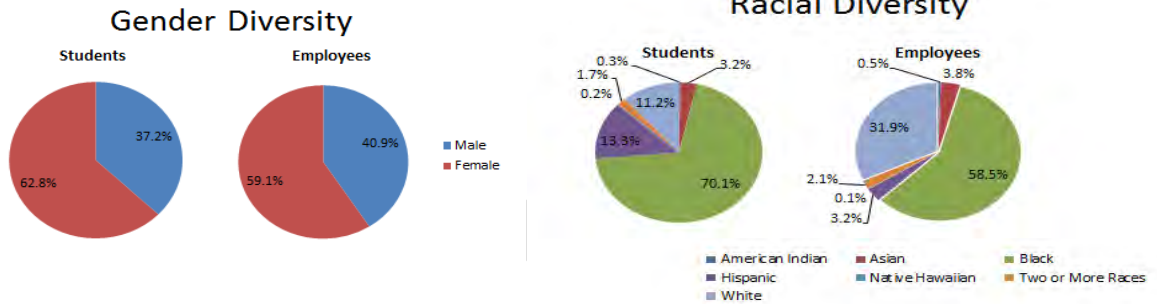
- Most useful session – HR Laws in review
- Most useful SkillPort lesson – Elements of a Cohesive Team
- There was a self-reported increase of 45% in understanding and using human resources policies and procedures
- All participants commented on the importance of taking the class with supervisors from other departments and with faculty.

2. Employee satisfaction with opportunities for advancement

The college will perform regular reviews through employee engagement surveys to determine employees' perception of opportunities for advancement.

Efforts to Increase Representation of Underrepresented Groups

Prince George’s Community College understands that fulfillment of its mission to facilitate access to higher education entails, in part, working towards a culturally diverse student body in proportions approximating service area ethnic and racial characteristics. The College also understands the importance of a diverse workforce. Demographic information is regularly tracked on our students and employees as shown below for fall 2012:



The College continues to improve minority representation among full-time administrative and professional staff. The most recent PAR posts that percentage at 65.9 compared to 55.0 percent in fall 2009. Nationally, the demand for qualified minority faculty remains high. Prince George’s Community College has succeeded in steadily increasing its percentage of full-time minority faculty from 35.3 percent in fall of 2009 to 38.0 percent in fall 2012. The College will continue to be aggressive in targeting Hispanic and other minorities for faculty and staff positions.

Institutional Plan to Improve Cultural Diversity FY 2014-2017

In June 2013, PGCC's Board of Trustees adopted "*Envision Success FY 2014-2017*" as the College's new Strategic Plan:

Prince George's Community College will Envision Success by:

1. Enhancing pathways that guide students to achieve their academic, career, and personal goals.
2. Cultivating a welcoming and responsive learning environment.
3. Fostering partnerships to respond to a diverse and evolving community and workforce.
4. Promoting and supporting a collaborative institutional culture for communication, decision-making, and governance.

An Ad Hoc Committee on Cultural Diversity was established to: develop an institutional cultural diversity plan that includes mission-driven goals for improving cultural diversity, specific areas of emphasis, diversity training, strategies for implementation, and methods of evaluation; identify the appropriate offices/areas that will be responsible for implementing the various aspects of the plan; and to review and monitor progress of the cultural diversity plan. This committee, which represents all areas as well as the cultural diversity of the College, is responsible for expanding the work that was already being done in the area of diversity.

The committee began its work by crafting the following definition of diversity:

Prince George's Community College supports and embraces cultural diversity, understood as the creation and promotion of an inclusive, non-discriminatory environment for everyone. We accept and value differences, including differences in age, race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, socioeconomic background, and ability/disability. We strive for growth and success for all of our students, employees, business partners, and the community.

The new diversity plan has been written in concert with the College's FY 2014-2017 strategic plan and falls under the goal "Prince George's Community College will Envision Success by cultivating a welcoming and responsive learning environment" as well as the priority focus area identified as "Expand positive interactions and cultural awareness amongst students, faculty and staff". The cultural diversity plan includes four goals. The first-year objectives for 2013-2014 are outlined below:

Goal 1: To train and educate faculty, staff, and students to create a culturally competent college community.

Objective 1: For each area identified, provide training and educational strategy to guide them in creating workshops, learning experiences and other learning venues to create a culturally competent college community.

Objective 2: Incorporate cultural diversity training on College Enrichment

Objective 3: Provide Marketing and Creative Services with training and educational strategy for creation of educational and informational messages across the campuses.

Goal 2: To recruit and retain a diverse student body, faculty and staff.

Recruitment

Objective 1: Enhance student recruitment in Prince George's County's public, and private secondary schools.

Objective 2: Develop programs for students that engage underrepresented populations.

Objective 3: Increase marketing of the College's Collegian Centers, Health Science programs, International Education Center and transfer opportunities to colleges and universities.

Objective 4: Increase the percentage of underrepresented groups among the staff and faculty.

Objective 5: Emphasize the importance of cultural diversity during the hiring process.

Retention

Objective 1: Increase marketing of Student Retention Services, Financial Aid and Tutoring Services.

Objective 2: Increase underrepresented students' awareness of off-campus scholarship opportunities that are applicable to Prince George's Community College.

Objective 3: Create opportunities or participation in programs for students geared toward academic success.

Objective 4: Develop mentoring, professional growth, and other retention initiatives to reduce disparities in the retention rates of faculty and staff from diverse groups.

Goal 3: To create an inclusive culture that provides a sense of belonging in a welcoming environment that recognizes, respects and appreciates individual differences.

Objective 1: Develop a culturally inclusive communication plan that supports and enhances the diversity plan.

Objective 2: As part of the climate survey, add questions that survey attitudes and beliefs about the College's current culture and environment.

Objective 3: Provide leadership and professional development program coordinators and facilitators with the definition of diversity to insure that diversity, as defined by Prince George's Community College, is integrated into all programs.

Objective 4: Ensure that all pertinent activities are evaluated for attendance, usability and relevance to the diversity plan.

Objective 5: Ensure that culturally inclusive values are included in the college's student and employee admission and orientation process.

Goal 4: To teach Prince George's Community College students to value cultural diversity and to succeed in an intercultural environment.

Objective 1: Pilot test a diversity unit in the introductory PAS 1010 course for all credit entering students in spring 2014.

Objective 2: Determine existing courses that teach intercultural understanding. Determine how many students and majors would be reached by existing courses.

Objective 3: Develop new faculty survey on 1) ways content information includes diversity and 2) teaching methods that include students from diverse backgrounds after reviewing summary report of faculty from 2003.

The new plan not only provides a framework for achieving our goals but also focuses on specific strategies to create a climate that embraces diversity beyond culture. Future objectives will be developed based on data collected in FY 2014.

DRAFT



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Annual Progress Report on Programs of Cultural Diversity

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: June 5, 2013

SUMMARY: Maryland statute requires that each institution of higher education in Maryland develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. If an institution already has a cultural diversity program, it is to develop and implement a plan for improving the program. Plans must include an implementation strategy and timeline for meeting goals, a process for responding to and reporting campus-based hate-crimes and bias-motivated incidents, and a summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body, faculty, and staff. Institutions are also required to enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff.

The law requires that each institution shall submit its plan to the governing body of the institution for the governing body's review. Further, on or before September 1 of each year, the governing body of an institution shall submit to the Maryland Higher Education Commission a progress report regarding the institution's implementation of its plan.

"Cultural diversity" is defined in Maryland statute as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. The USM institutions have taken a more inclusive approach to reflect guidance from the Attorney General's office dated May 15, 2008, that states, "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations." This summary report and individual campus reports are available on the USM website.

ALTERNATIVE (S): The plans are legislatively mandated and must be reviewed by the Board of Regents each year; there is no alternative identified.

FISCAL IMPACT: Fiscal impact is a function of resource needs identified by the institution.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the Annual Progress Report on Programs of Cultural Diversity submitted in Spring 2013.

COMMITTEE RECOMMENDATION: Approval DATE: June 5, 2013

BOARD ACTION: DATE:

SUBMITTED BY: Joann Boughman 301-445-1992 jboughman@usmd.edu



ANNUAL PROGRESS REPORT
to the
BOARD OF REGENTS
on
PROGRAMS OF CULTURAL DIVERSITY

June 5, 2013

Background

Effective 1 July 2008, Maryland Senate Bill 438 and House Bill 905 required institutions of postsecondary education to develop and implement a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC) through their respective governing boards by September 1, 2013. In December 2013, MHEC will publish a Cultural Diversity Report for Maryland Public Postsecondary Education. This new report will replace MHEC's Minority Achievement Report and will fulfill the requirements for Education §11-406 (Plan for Cultural Diversity). In order to prepare this report, MHEC has asked two-year and four-year public institutions to submit a narrative outlined below.

Institutional submissions for the 2013 Cultural Diversity Report should provide the following:

1. A summary of their institutional plan to improve cultural diversity as required by Education §11-406. Include all major goals, areas of emphasis, and strategies for implementation. Also provide an explanation of how the plan and progress are being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed.
2. A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Focus on both campus-wide and program specific initiatives.
3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.
4. If needed, each institution should also describe other initiatives that are central to their cultural diversity plan that are not captured in Sections 2 and 3.

MHEC will supplement the information institutions provide with previously submitted University System of Maryland USM institutional data on staff/faculty representation and student enrollment, retention, and graduation. All data MHEC provides will be disaggregated by race/ethnicity. Additionally, information on Pell Grant students will be reported. However, since the inception of reporting requirements, the Board of Regents of the USM has required demographic data in each USM institutional report.

Cultural diversity is defined in SB 438 and HB 905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. However, the USM has taken a more inclusive approach to cultural diversity based on advice from the Attorney General's Office as of May 15, 2008 that states: "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations." Without exception, institutional programs of cultural diversity are explicitly linked to institutional mission, vision, core values, strategic plan, and in many cases accreditation standards. In implementing and updating institutional plans, cultural diversity is viewed and applied in the broadest possible sense across

Annual Progress Report on Institutional Programs of Cultural Diversity

USM institutions. Thus, there is variation as to how each institution approaches, implements, and enhances its program of cultural diversity. The implementation strategies, timelines, and resources for meeting the institutional goals of their programs vary as well, although there are common themes, elements, and approaches across USM institutions.

The 2013 Progress Report

Each USM institution submitted its plan for a program of cultural diversity to the Board of Regents for its initial review and approval in March 2009 and an annual report each year thereafter. This 2013 progress report provides a brief summary of the sections outlined above and of the more detailed institutional progress reports that are attached. As requested by the Board of Regents demographic and participation data on student, faculty, and staff are provided in each institutional report. However, for brevity, selected institutional examples are cited throughout this report solely to illustrate both the range and nature of responses to implementing, improving, and sustaining programs of cultural diversity. While comparisons of institutional programs of cultural diversity are inevitable, it is more important to note the commonality and consistency of efforts to strengthen such programs across USM institutions. Thus, exemplary transformative initiatives can be found in every USM institution.

Institutional plans reveal considerable variation in the history, complexity, scope, organization, resource commitment, and level of institutional engagement in programs of cultural diversity across the USM. The successful development, implementation, maintenance, and as may be necessary, modification of programs of cultural diversity work not only to promote an appropriate campus environment and climate, but continue to bring institutional recognition. In 2012, *Diverse Issues in Higher Education* ranked the **University of Maryland, College Park** among the top 20 producers of doctoral degrees in computer and information sciences, engineering, mathematics, and statistics for all minorities combined. **University of Maryland, Baltimore** and the **University of Baltimore** are ranked respectively among the top 75 producers of professional doctoral degrees awarded to African Americans. The **University of Maryland, Baltimore** is ranked twelfth for professional doctoral degrees earned by African Americans. The **University of Maryland University College, Bowie State University, University of Maryland, Baltimore, and University of Maryland, College Park**, are ranked respectively among the top 75 producers of African American master's degrees in all disciplines. The **University of Maryland, College Park** is ranked among the top 20 universities awarding undergraduate degrees in the following disciplines: biology and biomedical science, computer and information science, and engineering. Among Asian American master's degrees produced, **University of Maryland University College** and the **University of Maryland, College Park** are ranked respectively among the top 50.

Institutional Improvements of Programs of Cultural Diversity

Expanding cultural diversity beyond the narrow considerations of race and ethnicity has enabled institutions to strengthen and advance their programs. Articulation of diversity in the mission and as a core value or theme in institutional strategic plans, has led to the development and implementation of specific institutional diversity strategic plans such as in the **University of Baltimore, University of Maryland, College Park, and University of Maryland University**

Annual Progress Report on Institutional Programs of Cultural Diversity

College. Another important element in improving existing programs is the integration of programs of cultural diversity with initiatives to close the achievement gap and to increase unrepresented minority student participation in STEM fields. Through on-going school or college, and department level strategic planning, assessment and evaluation of efforts, as well as the creation of institution-wide teams, institutions have linked their programs of cultural diversity with their efforts to close the achievement gap and be more inclusive in STEM disciplines. Institutions that have explicitly linked diversity and achievement gap initiatives include, **Frostburg State University, Salisbury University, Towson University, University of Baltimore, University of Maryland, Baltimore County, University Maryland, College Park, University of Maryland Eastern Shore, and University of Maryland University College.** Through such linkages, institutions have fostered a level of inclusiveness essential to serving all citizens of the state of Maryland.

Salisbury University's Office of University Analysis, Reporting, and Assessment (UARA) provides an annual statistical profile of its students, faculty, and staff to help Salisbury evaluate the current University profile. These results are shared with stakeholders at the University, including representatives from Academic Affairs, Student Affairs, and Finance and Administration. Information is reported through the various shared governance bodies at SU so that the larger community can participate in discussions about cultural diversity on campus.

The **Towson University** Diversity Coordinating Council, charged with facilitating the establishment and maintenance of an inclusive campus environment, consists of high-level administrators and serves as a visible expression of the priority given to the issues of diversity on Towson's campus. The *President's Task Force on Bias, Discrimination and Bullying* was established in 2012 to inform and address immediate concerns directly with the President, review data and identify facts related to formal and informal complaints, to share and coordinate information and action with Towson's Diversity Coordinating Council and Diversity Action Committee and to incorporate the work of Towson University's Diversity Action Plan: Phase II, including campus-wide education on discrimination and privilege, and to coordinate with the *Student Task Force against Bias, Discrimination and Bullying*. Towson remains in Phase II of the *Reflective Process for Diversity* implementation plan that involves the identification of diversity goals by university departments. While all of the departments within administrative divisions have identified diversity goals and in many cases are on their third annual cycle of assessment and evaluation, the University continues to work with academic colleges and departments to develop plans that will facilitate their ability to identify practical and sustainable diversity goals for their respective units.

The **University of Baltimore's** Diversity and Culture Center takes the leading role in coordinating and offering opportunities for students to gain access to structured programs. With regard to students who have traditionally been underserved at the high school level, particularly within the city of Baltimore, the Summer Bridge Program has allowed the institution to offer underprepared students better access to enrollment at UB.

Efforts to Increase Numerical Representation of Underrepresented Groups among Students, Administrative Staff, and Faculty:

Bowie State University has increased its efforts to hire and retain veterans and individuals with disabilities posting job vacancies announcements with Maryland Workforce Exchange and Maryland Department of Rehabilitative Services. One ongoing strategy at **Frostburg State University** is to increase minority enrollment by sending electronic and paper communications to underrepresented students. Through the Student Search Service Company, the Office of Admissions has purchased an increasing percentage of minority names over the last five years from the pool of students who take the PSAT in their junior year of high school. **Salisbury University's** Office of Admissions has developed a Diversity Recruitment Plan targeting African American, Hispanic, and Asian students. The plan includes multiple strategies to reach potential applicants, including beginning a pilot program to conduct on-site admissions programs at feeder high schools with large diverse populations. One of Salisbury's most successful initiatives is the Powerful Connections Program, which assists underrepresented, first-year students with a successful transition to college-level work and facilitates their sense of connectedness to the University community. The Salisbury *TRIO* grant, in its second year of implementation, offers assistance for first-generation, low-income, and differently-abled students at SU.

Towson University began its *Top Ten Percent Admissions Program* in fall 2005 with the goals of recruiting, retaining, and graduating students specifically from the immediate Baltimore metropolitan area. A large number of the students entering in fall 2005 as part of this program were not well prepared for success in a college setting. As this first cohort moved to the second year, TU observed a significant decline in retention and realized that many students in the program with low SAT scores were not successful. Consequently, in fall 2006 Towson began to offer a segment of *Top Ten Percent Admissions Program* applicant's dual admission to Baltimore City Community College or the Community College of Baltimore County rather than direct admission into Towson. These students were guaranteed admission to Towson upon completion of their AA degree.

University of Maryland, College Park efforts to increase the number of students of color focus on: (1) outreach (for example, hosting a College Access Conference); (2) recruitment (for example, holding recruitment program sessions and tours in Spanish); (3) strategies to monitor and review applications from underrepresented students; and (4) yield strategies (for example, an overnight program that targets underrepresented students who have been admitted). The targeted student programs include *Maryland Pathways Program, Academic Achievement Program, Office of Multi-Ethnic Student Education, Center for Minorities in Science and Engineering, Incentive Awards Program, and the Student Success Initiatives*. With respect to faculty, The Chief Diversity Officer and the Associate Provost for Faculty Affairs are partnering to address issues related to the underrepresentation and disparities in retention and rates of tenuring underrepresented minority faculty. Planning is underway to launch a task force to focus specifically on this issue. Also, a task force on Appointments, Promotion & Tenure (APT) is currently revising the criteria and process, considering how the diversity of faculty and the diversity of faculty research and scholarship impact the equity of the APT process.

Efforts to Create Positive Interactions and Awareness among Students, Faculty, and Staff

Each institution offers various initiatives to address and advance cultural diversity among its students, faculty, and staff. Initiatives include, but are not limited to, diversity officers, diversity councils, specific courses, degree programs, special cultural programs, marketing, recruitment, bridge programs, retention, special cultural events, as well as faculty/staff development and training. Every institution addresses programs of cultural diversity through some variation of the following efforts. Full details can be found in the attached institutional reports.

- *Instruction and Training of the Student Body, Faculty, and Staff*

Enhancing cultural diversity programs and sensitivity through instruction and training is an ongoing and ever changing process and series of activities carried out in a myriad of ways within and across USM institutions. As indicated above, there are courses and degree programs that focus on and promote cultural sensitivity for students. Clearly, these courses and programs could not have developed without an evolving cadre of culturally sensitive faculty and staff. There is an assortment of cultural sensitivity instruction and training in the professional development activities for faculty and staff across institutions that address, for example, recruitment, selection, and hiring of a diverse faculty and staff, as well as students, domestic and international. **Salisbury University's** Fair Practices Office offers workshops on best practices for creating a successful work environment with employees from diverse backgrounds. The Horizons program is an initiative designed to promote awareness of gay, lesbian, bisexual, and transgender issues on campus, providing training for faculty, students, and staff. **Frostburg State University** offers college-readiness and bridge programs that help prepare underrepresented students for postsecondary education as well as other targeted initiatives. **University of Baltimore** under a new shared governance structure composed of students, faculty, and staff is revising its diversity plan for fall 2013 implementation. In 2012, **Towson University** established the President's Task Force on Bias, Discrimination and Bullying to work with the Student Task Force against Bias, Discrimination and Bullying to share and coordinate information and action with TU's Diversity Coordinating Council and Diversity Action Committee and to incorporate the work of Towson University's Diversity Action Plan.

- *Diversity Councils and/or Diversity Officers*

Eight USM institutions have established organizational units for the leadership, accountability, and maintenance of their programs of cultural diversity by creating high-level diversity councils, offices, and/or appointing a chief diversity officer who reports to the president. Others use existing administrative structures or centers to provide leadership.

- Councils, Committees, Offices, and or Diversity Officers:

Frostburg State University: *President's Advisory Council on Diversity*

Salisbury University: *Chief Diversity Officer, Office of Diversity, Salisbury University Governance Consortium Cultural Diversity Committee*

Towson University: *Diversity Coordinating Council and TU Assistant to the President for Diversity, Office of Diversity and Equal Opportunity, Diversity*

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Action Committee

University of Baltimore: *Office of Diversity Education*

University of Maryland, Baltimore: *Diversity Advisory Council*

University of Maryland, Baltimore County: *Diversity Council, Program Coordinator for Faculty Diversity*

University of Maryland, College Park: *Office of University Diversity, Office of Multi-Ethnic Student Education, the LGBT Equity Center, the Nyumburu Cultural Center, the Office of Diversity Education and Compliance, a newly appointed Chief Diversity Officer, and the forthcoming Diversity Advisory Council*

University of Maryland University College: *Office of Diversity Initiatives*

- Administrative Diversity Structures and Centers:

The **Frostburg State University** Center for Student Diversity is comprised of several units and offers programs and services for (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women's Resources, (e) Campus Ministries, and (f) Student Success Programs (SAGE & CEEP). The **University of Baltimore** Diversity Culture Center launched the International Friendship Program to ease transition into American culture and the university setting for new international students. The **University of Maryland, College Park** Center for Minorities in Science and Engineering offers a range of programs and activities to recruit, retain and graduate African American, Hispanic, and Native American students. The **University of Maryland, Baltimore County Center for Women in Technology** identifies those areas in engineering and technology where women are underrepresented and offers support for them.

- *Cultural Diversity through Academic Programs*

All institutions offer a variety of required and/or elective courses across multiple disciplines in general education and majors that promote and support cultural diversity, including study abroad. Likewise, there are many examples of degree programs that promote and advance cultural understanding and competence. **Bowie State University** promotes and advances cultural awareness through its academic programs and specific courses in Psychology, Social Work, Nursing, and Education. The **University of Maryland, Baltimore** Schools of Dentistry, Law, Medicine, Pharmacy, Nursing, and Social Work all have programs and selected courses for ensuring that students develop cultural competence. The **University of Maryland University College** offers an 18 credit hour certificate in diversity awareness in addition to three diversity-related courses in the Undergraduate School curriculum.

- *Cultural Diversity through Special Programs, Initiatives, Experiences, and Opportunities*

All USM institutions provide for cultural diversity through tailored special programs, initiatives, exposures, and opportunities for students, faculty, and staff. The **Towson University** *Speak Up!*

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Program supports and sustains university-wide transformation and provides members of the campus community with the tools necessary to challenge everyday bigotry. The **University of Maryland Eastern Shore's** plan for student access and opportunity emphasizes the matriculation of non-African-American students and includes retention and graduation goals for these students. **Salisbury University** students, faculty, and staff routinely work with people from diverse cultures in the local community as part of their educational mission, but also as a way to demonstrate one of Salisbury's core values, that being engaged citizens means making a connection between what students learn and how they live. With that value in mind, Salisbury is engaged with the local Eastern Shore community in numerous activities that help develop a spirit of appreciation for diverse cultures. The **University of Maryland, Baltimore County** is piloting a Postdoctoral Fellows Program for Faculty Diversity. At **Coppin State University** the Office of Human Resources offers a variety of workshops that support cultural diversity. These workshops are offered on a regular basis and are available to all members of the campus community at least two times per year.

Conclusion

In this fourth progress report on institutional programs of cultural diversity, particularly noteworthy is the continuing institutional assessment of an important connection between cultural diversity and closing the achievement gap, complemented by initiatives to address broader minority representation in STEM fields. While still evolving, these connections reveal a heightened commitment to the effective deployment of limited resources to achieve institutional cultural diversity goals and meet access, retention, and graduation goals generally and in specialized disciplines.

Introduction

This report was prepared in accordance with the Cultural Diversity Report guidelines prepared by the Maryland Higher Education Commission (MHEC) in December, 2012. The report meets the requirements for Education §11-406 (Plan for Cultural Diversity) and contains four sections: a summary of Bowie State University's Cultural Diversity Plan; efforts to increase the numbers of traditionally underrepresented student, faculty and staff populations; a description of initiatives designed to create positive interactions and cultural awareness across the campus; and student, faculty and staff race/ethnicity data.

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

Bowie State University's Approach to Cultural Diversity

The University's 2007-2012 Strategic Plan and the annual planning process provide the framework for promoting cultural diversity across the campus. Strategic Plan, Goal 2 focuses on student recruitment, access and retention. In addition, the Strategic Plan articulates the core values of the University: Excellence, Civility, Integrity, Diversity, and Accountability. A subsequent Strategic Planning Committee defined our core value of Diversity as "*an awareness of and sensitivity to differences, including race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.*" As an HBI, the Bowie State community believed it was important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

The University's Cabinet is responsible for establishing annual objectives that align with the Strategic Plan and the President's annual goals. Once Cabinet objectives are set, Cabinet members work with divisional departments to develop annual action plans. Cabinet members monitor departmental action plans at least twice each fiscal year. The Cabinet also provides the President a mid-year and final report on divisional objectives.

The University also takes a decentralized approach to support cultural diversity. Annual objectives relating to cultural diversity flow through the Provost and Vice President for Academic Affairs, the Vice President of Administration and Finance and the Vice President for Student Affairs. Cultural diversity goals include: infusing international and diversity awareness in the curriculum (Academic Affairs); expanding co-curricular programs that promote diversity awareness (Student Affairs); recruiting, retaining and graduating a diverse

student body (Academic Affairs); and recruiting, hiring and retaining diverse faculty, staff and administrators (Administration and Finance).

The University's Institutional Effectiveness indicators inform the leadership and the campus community of numeric progress towards meeting our strategic plan goals and the University's success in adhering to its Core Values. Indicators for Strategic Goal 2 - *Support growth by enhancing recruitment, access and retention efforts university-wide* include improvement in student population ethnic and racial diversity, second year retention rates and six-year graduation rates by sub-populations. The Core Value of Diversity is measured through faculty and staff surveys and the Noel Levitz Student Satisfaction Inventory survey. Each survey is administered every three years. Baseline data indicate that faculty, staff and students agree that the University values diversity.

Underrepresented populations

Students

The 2010-2015 Enrollment Management Plan sets goals and objectives related to student recruitment and marketing strategies. The specific marketing and recruitment goal related to diversity is to increase new student ethnic and geographic diversity each year beginning 2011 through 2015 as measured by a 1.0 % increase annually. Between fall 2011 and fall 2012, the percentage of non-African-American students increased from 12 percent to 13 percent. The non-African-American undergraduate student population increased from 9 percent to 11 percent. The non-African-American graduate student population remained steady at 21 percent. The non-African-American student growth is due in part to greater numbers of students indicating that they are from multi-racial backgrounds. Evidence of BSU's commitment to cultural diversity is seen in all of the critical recruiting documents emanating from the University. Current faculty, students and alumni from diverse backgrounds are highlighted in marketing collateral.

The Department of Nursing, through the MHEC Nursing Accelerated BSN grant, focuses on recruiting second degree and transfer students from culturally diverse backgrounds. The Who Will Care grant, funded by the Maryland Hospital Association, also focused on recruitment and retention of minority nursing students. The Minority Nurse Pipeline Grant promotes interest in nursing to Prince George's County Public Schools (PGCPS) minority students. The Department of Nursing provided outreach to several PGCPS middle schools and implemented nursing clubs at those sites. Students from Bladensburg and Crossland High Schools visited the BSU campus to tour the nursing simulation lab.

Administrative Staff

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The objective of the Bowie State University Office of Human Resources (OHR) is to attract a qualified pool of diverse candidates to staff positions at the University. OHR advertises job announcement through diverse media outlets such as The Chronicle of Higher Education, The Washington Post, The Nursing Spectrum, The Association of Fundraising Professionals, The National Collegiate Athletic Association, and Maryland Workforce Exchange. In fall 2012, 22 percent of full-time staff were non-African-American, up from 20 percent in 2008.

Effective July 1, 2009, the State of Maryland offered benefits to same sex domestic partners and their children. OHR informed the campus community about this change in law by producing a handout, a list of "Frequently Asked Questions," and other written materials about the benefits now offered to eligible members of the campus community.

The University has increased its efforts to hire and retain veterans and individuals with disabilities by posting job vacancy announcements on the following websites: Maryland Workforce Exchange and the Maryland Department of Rehabilitation Services. The University has made contact with other State agencies to begin recruitment efforts of individuals with disabilities and veterans.

The University's Office of Equal Employment Opportunity Programs (EEOP) conducts training sessions to increase awareness of such issues as sexual harassment, reasonable accommodations for individuals with disabilities, structured interviewing techniques, Title IX of the Education Amendment Act of 1972, and discrimination. EEOP developed a Reasonable Accommodations Procedures and Plan for University employees and employment applicants, to assist in fulfilling reasonable accommodation requests. This document is available on the University's Equal Employment Opportunity website.

The Office of Human Resources conducts diversity training for faculty and staff members. The workshop provided a review of definitions, discussion of terms and history of diversity, description and discussion of stereotypes and biases, and a discussion of strategies for removing barriers to enhance diversity in the workplace.

Finally, Bowie State University implemented an Affirmative Action Plan in 2011 which articulates the University's continued commitment to providing equal access, equity and fairness to its employees, applicants for employment and applicants for admission.

Faculty

The full-time faculty distinguishes itself through excellence in teaching, scholarship/research, and service. The recruitment of faculty is typically a departmental responsibility. In addition to posting faculty positions on the BSU website, departments usually advertise in HigherEdJobs.com, the Chronicle of Higher Education and discipline specific sites. The percentage of African-American full-time faculty has increased from 67 percent to 73 percent of the core faculty.

The University also sponsors faculty and staff members for H-1B Visas. Over the past four years, the University has sponsored employees from China, India, Jamaica, Japan, Singapore, Trinidad and Nigeria. In addition, the University sponsors faculty members for Permanent Residency.

Creating Positive Interactions and Cultural Awareness

The University goals of infusing international and diversity awareness in the curriculum and expanding co-curricular programs that promote diversity awareness are the two primary approaches that BSU employs to create a welcoming campus climate.

Bowie State University offers many courses and academic programs that support cultural diversity. The following are a sample of programs with significant content related to cultural diversity. Course and program student learning outcomes are assessed on a schedule developed by the department. Student learning assessment findings are reported annually at the programmatic level.

- The Psychology department prepares students for leadership in a global community through the development of their knowledge and skills in the history and theories of psychology, human development, and understanding of individual differences. Research and field experiences prepare students for graduate education and professions in psychology. In **PSYC 311 – Cross-Cultural Psychology**, a required course for psychology majors, students examine the historical, theoretical and methodological perspectives from which the study of culture and cultural differences emerge. It explores the impact of culture on the psychological development of humans. Specific topics include how culture influences cognition, personality, social development, and psychopathology. Guest lecturers from various ethnic groups are invited to participate. In past semesters the focus was on Native Americans. (Number of undergraduate Psychology majors fall 2012 – 323)
- The core courses in the Social Work program require students to participate in group projects and present research findings on issues related to diversity. The following are just a few examples of exploring cultural diversity in the Social Work program. In **SOWK 300 – Stages of Development**, students investigate culturally diverse agencies in the community. In **SOWK 303 – Poverty: Myths and Realities**, students attend

homeless shelters to service people of all cultures. In **SOWK 306 – Social Work with Black Families**, students tour the Great Blacks in Wax Museum in Baltimore, Maryland. They discuss diversity within the student population and its impact on relationships among students from different cultural and racial backgrounds. In **SOWK 307 – Social Work in the Health Field**, all students are required to write a paper examining cultural diversity with an emphasis on health disparities. Students review and discuss the National Association for Social Work Standard for Cultural Competence. In **SOWK 308 – Realities of Aging**, students are required to interview people of different races and cultures about issues pertaining to their race. Guest speakers are invited to speak to students from different races and cultures. (Number of undergraduate Social Work majors fall 2012 – 207)

- The nursing curricula at the undergraduate and graduate level were developed and implemented based on the belief that cultural competent care is essential to providing excellent nursing care. The nursing curricula prepare professional nurses who demonstrate excellence in understanding and valuing diversity. The Department of Nursing is committed to increasing the number of underrepresented minorities in the nursing profession. This is accomplished through departmental and campus initiatives. **The IDIS 460 - Transcultural Health and Wellness** course focuses on culturally competent care throughout the. Students are evaluated in each course on their ability to provide satisfactory cultural care to clients. Culturally competent care is reviewed for both acute and community care. (Number of undergraduate Nursing majors (pre- and admitted) fall 2012 – 563. Graduate Nursing majors fall 2012 - 115))
- Programs in the College of Education have developed diversity plans related to NCATE standards. The Department of Teaching, Learning and Professional Development Diversity Plan includes a required course for undergraduate Elementary Education majors **EDUC 311 - Managing the Diverse Classroom**. Diversity is embedded in other coursework, in the placement of teacher interns in diverse classroom experiences in the Professional Development Schools (PDSs), and in provision of support for professional development of faculty to attend conferences to learn of other efforts to facilitate student success. (Number of undergraduate Elementary Education majors fall 2012 – 106)

In addition to curricular content, a number of departments support student associations associated with creating a deeper understanding of cultural diversity.

- The Department of Counseling is committed to providing education, training, and leadership to its students to assist them in developing into the most highly skilled, knowledgeable, and competent professionals and practitioners through the integration of theory and practice. Moreover, the thrust of the department is to prepare its students to become competent and skilled in counseling, consultation, and evaluation; to understand persons across all cultures within the profession; and to become competent professionals in meeting the needs of a multicultural and diverse population in the 21st

century. The Counseling Department's academic programs integrate the theoretical with the practical by combining academic preparation in the area of behavioral sciences as well as related areas of counseling, psychology, and research with practical experiences relevant to a diverse and multicultural population. The Department added a student organization called the **African Psychology Student Association** to help students understand the impact African heritage has on psychological and emotional issues for African American youth and adults. This is accomplished through workshops, seminars and guest speakers provided throughout the year and by having students attend conferences such as Association of Black Psychologists National Conference.

- **Spanish Social Work Club, El Club de la Familia Espanola** – This student association was officially recognized by the University in 2009. Its purpose is to provide a vehicle for social work majors, and other interested students, to create a milieu in which students are able to practice speaking the Spanish language and to be exposed to various aspects of Hispanic cultures through opportunities to serve local Hispanic communities. The Club has sponsored a number of cultural diversity programs, including “Bridging the Gap between Afro-Latinos and African Americans: The African Presence in Latin America,” Spanish poetry readings by Bowie students, and community focused projects.

A number of BSU faculty focus their scholarly activities on cultural diversity issues and awareness. Faculty from Counseling, Education, Nursing, Psychology and Social Work departments have presented scholarly work related to cultural diversity at national and international conferences. Faculty in these departments have submitted numerous peer-reviewed journal articles on issues related to cultural diversity.

Faculty are also engaged in community service supporting cultural diversity. Faculty have served on the Maryland Alliance to Diversify Health Professions, National Strategy to Increase African-American Nurses, Latino Student Nurse Initiative, at the Catholic University of America.

Finally, faculty provide cultural diversity training in the larger Bowie community. Faculty in the Department of Social Work conduct continuing education workshops on cultural diversity at Contemporary Services of Prince George's County as well as the Ivy Community Charities of Prince Georges County, Inc. The Department of Behavioral and Human Services has conducted workshops on ethnographic research methods, which capture cultural diversity where other methods may not.

The University has created the Center for Global Initiatives (CGI), the Office of International Programs and the International Student Office to support international awareness. The CGI organizes programs and activities designed to promote awareness of international issues. The CGI also publishes a newsletter called “Globally Engaged” which highlights international issues of interest to the campus community. The CGI is housed in the College of Arts and

Sciences. In 2012, Bowie State and China's Shandong Polytechnic University signed an agreement for computer science faculty and student exchanges. In 2011, Bowie and UMCP students traveled to Godfrey Okoye University (GOU) in Nigeria to conduct workshops to GOU students in nucleic acid extraction, Polymerase Chain Reaction (PCR), cloning and transformation, genetic modification of food and DNA fingerprinting. The Center also supports faculty research in El Salvador and Brazil.

The Office of International Programs has been expanding study abroad opportunities. The Department of Behavioral Science and Human Services prepared students for a study abroad experience in India through a special seminar course in the Criminal Justice (CRJU) major. This is an activity that is part of the Mid-Atlantic Consortium – Centers of Academic Excellence, a partnership that includes Morgan State, Elizabeth City State, Virginia State, and Norfolk State, and Bowie State University that prepares students for careers in the intelligence community. Other study abroad trips have been organized by the College of Business (Europe and Ethiopia) and the Health and Wellness Center (Ghana). The Office also sponsored events on campus that reflect interest in diversity, including: hosting of visiting Cuban medical students, hosting of a Fulbright scholar who presented a lecture to the campus community, and hosting of a symposium on international alternative structuring of healthcare systems.

President Burnim has also participated in events to expand international study and research with the American Association for State Colleges and Universities (AASCU) in China and Brazil. Dr. Burnim shared his experiences with the campus community and anticipates future Bowie State student and faculty exchanges between these two countries.

The University is also focusing on making the transition easier for international students. The Student Affairs division created an International Student office three years ago to serve as the one-stop-shop for these students and to bring international student concerns to the University's attention.

To support sensitivity to Lesbian, Gay, Bisexual & Transgender issues, BSU established the Lesbian, Gay, Bisexual, and Transgender, Queer, Intersex and Allies (LGBTQIA) Resource Center in 2012. The LGBTQIA is the first of its kind at a Historically Black Institution. The Center's mission is to foster an environment that is open, safe and inclusive for people of all sexualities and gender identities. The Center provides resources for anyone who is interested in learning about LGBTQIA issues and concerns.

The Resource Center works with faculty, staff and students to increase awareness and affirmation of LGBTQIA individuals to reduce discrimination and harassment based on sexual orientation and gender identity. In addition, the center collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness. The LGBT Resource Center collaborates with the Gay-Straight Alliance at BSU and other organizations on campus to develop programs, workshops, and activities to raise campus awareness about LGBT concerns. The Resource Center maintains a collection of LGBTQIA resource materials (books

and pamphlets) for use by the University community. The LGBTQIA Resource Center is a safe space for LGBTIQ students, faculty, staff and their allies.

A number of programs in the Student Affairs Division are offered annually to promote cultural diversity. Since 2008, Bowie State University's Department of Psychology and Disabled Student Services office have co-sponsored **Disability Awareness Day**. This program is designed to provide information to the campus community about physical and psychological disabilities, and also to make the community aware of the resources and support services available. This event is held during the spring semester.

The Counseling Services Center offers a student development workshop series. The series provides a forum for creative expression, artistic performance, and educational programs. The philosophy of the Center derives from the belief that every student has basic and unique needs which must be fulfilled in order to function successfully in a learning environment.

Recognized student organizations at Bowie State University reflect the diverse nature of our student body. These organizations include:

- *Cultural Organizations (4)*: African Student Association, United Caribbean Association, La Familia Espagnola, and Muslim Student Association
- *LGBTQ Organizations (1)* Eyes Wide Shut (Lesbian, Gay, Bisexual, Transgender, Queer Questioning Allied Support Organization)
- *Religious Organizations (6)*: Advent Fellowship, Alpha Nu Omega Sorority, Inc., Apostolic Fellowship, Bethel Campus Fellowship, Christ Side Ministries, and Lighthouse Campus Ministries
- *Women's Organizations (14)*: Alpha Kappa Alpha Sorority, Inc., Alpha Nu Omega Sorority, Inc., Chi Eta Phi Sorority (Nursing), Delta Sigma Theta Sorority, Inc., Golden Girls Cheerleading, Mom Phi Mom, National Council of Negro Women, Sigma Gamma Rho Sorority, Inc., Sisters of Nia, Society of Sophisticated Ladies, Swing Phi Swing Social Fellowship, Tau Beta Sigma National Band Sorority, Virtuous Women, and Zeta Phi Beta Sorority, Inc.
- *Men's Organizations (9)*: Alpha Phi Alpha Fraternity, Inc., Black Male Agenda, Groove Phi Groove Social Fellowship, Iota Phi Theta Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Kappa Kappa Psi National Band Fraternity, League of Extraordinary Gentlemen, Omega Psi Phi Fraternity, Inc., and Phi Beta Sigma Fraternity, Inc.

A number of student focused events are held on campus to promote cultural diversity including: Latin Afro Cuban Dominican Awareness/Dialogue, Around the World Culture, Diversity and Stereotypes, Gospel Extravaganza, Bible Studies, Caribbean Week, Pants Up

Hats Off, End of Year Praise Party Sister Fellowship, Christian Variety Show, Greek House, Lollipop and Scripture, LGBTQIA Awareness Program, Wake Up Black People, 12 Hour Prayer Room, Documentary on Cultural Issues, Religious Groups Forum, Caribbean Food Fair, Salsa Dancing, Holiday Bazaar, Winter Concert, Morning Prayer, Week of Prayer, Thanksgiving Food Drive, Gospel Explosion, The Black Church, National Coming Out Day Event, Spanish Education Mini Game Night, Christmas Cards for St. Jude's Children, Greek Step Show, My Skin Is In-- Panel Discussion, Native American Heritage, Single Mom Empowerment Program, African Student Association – Let's Go Back to the Motherland, Men of Color Leadership Institute, and Bulldog Worship Service.

In conclusion, Bowie State University has committed institutional resources and employees to expand cultural diversity awareness. Students from diverse backgrounds attend BSU. The Affirmative Action Plan sets targets for employee diversity. The curricula in social services programs heighten student cultural awareness. Student Affairs staff offer new programming to meet changing campus community needs. These activities sustain Bowie as an institution that has a welcoming climate for diversity.

Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4968	88%	1734	3234	4951	89%	1774	3177	4955	88%	1834	3121	4731	87%	1715	3016
American Indian or Alaska Native	17	0%	4	13	24	0%	5	19	20	0%	6	14	18	0%	7	11	9	0%	5	4
Asian	91	2%	26	65	92	2%	24	68	80	1%	31	49	79	1%	34	45	93	2%	39	54
Hispanic/Latino	95	2%	34	61	99	2%	34	65	103	2%	36	67	131	2%	48	83	135	2%	47	88
White	266	5%	80	186	234	4%	73	161	227	4%	68	159	214	4%	65	149	198	4%	51	147
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	2	0%	0	2	2	0%	0	2	5	0%	0	5
Two or more races	0	0%	0	0	0	0%	0	0	5	0%	1	4	48	1%	13	35	100	2%	22	78
Unknown/Foreign	179	3%	70	109	200	4%	74	126	190	3%	64	126	161	3%	66	95	150	3%	61	89
Total	5483	100%	1910	3573	5617	100%	1944	3673	5578	100%	1980	3598	5608	100%	2067	3541	5421	100%	1940	3481

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	158	69%	75	83	158	69%	74	84	164	73%	72	92	157	73%	70	87
American Indian or Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	8	4%	4	4	9	4%	4	5	10	4%	6	4	11	5%	7	4	10	5%	7	3
Hispanic/Latino	12	5%	9	3	14	6%	9	5	10	4%	5	5	10	4%	5	5	9	4%	5	4
White	45	21%	29	15	40	17%	26	14	37	16%	23	14	36	16%	22	14	34	16%	21	13
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	1	0%	0	1
Unknown/Foreign	7	3%	1	6	9	4%	3	6	14	6%	8	6	5	2%	5	0	5	2%	4	1
Total	219	100%	112	106	230	100%	117	113	229	100%	116	113	226	100%	111	115	216	100%	107	109

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	270	79%	110	160	269	80%	104	165	277	78%	110	167	300	82%	113	187
American Indian or Alaska Native	1	0%	0	1	1	0%	0	1	1	0%	0	1	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	8	2%	7	1	6	2%	3	3	6	2%	3	3	7	2%	3	4
Hispanic/Latino	7	2%	2	5	7	2%	3	4	10	3%	7	3	8	2%	5	3	6	2%	4	2
White	28	8%	11	17	27	8%	9	18	25	7%	8	17	31	9%	10	21	38	10%	12	26
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Unknown/Foreign	23	7%	7	16	29	8%	10	19	27	8%	9	18	33	9%	10	23	14	4%	7	7
Total	336	100%	139	197	342	100%	139	203	338	100%	131	207	355	100%	138	217	365	100%	139	226

Source: EDS

COPPIN STATE UNIVERSITY



REPORT ON CULTURAL DIVERSITY INITIATIVES

March 4, 2013

Office of the Provost and Vice President for Academic Affairs
2500 W. North Avenue
Baltimore, MD 21216
(410) 951-3010 office, (410) 951-3009 fax

Summary of Cultural Diversity at Coppin

In July of 2008, the Maryland General Assembly passed Senate Bill 438 and House Bill 905 into law. The Bills required each higher education institution to submit a plan for its programs of cultural diversity on or before May 1, 2009. In response to State's request that Universities within the University System of Maryland (USM) develop plans on cultural diversity, Coppin State University designed a plan that outlines key initiatives and activities related to diversity. For the purposes of this report summary, cultural diversity refers to programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. As required by the USM and the Maryland Higher Education Commission (MHEC), Coppin State University will regularly report on the progress of the Plan and its related initiatives.

The University embraces cultural diversity on a broader scale than the definition by the State suggests; going beyond its mission as a Historically Black College and University (HBCU). The University hosts a set of strategies, activities and programs that include students, faculty, staff, and administrators of all racial and ethnic groups traditionally underrepresented in public higher education. Unique to its mission, Coppin has also had the opportunity to serve residents in its immediate community of Baltimore City, Baltimore County, and beyond by serving in the community through volunteerism and health-related workshops and clinics.

The University's Mission

Coppin State University, an urban, comprehensive, historically Black institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts, mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners. Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners.

Goals Related to the Mission

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences.

The institution is primarily a teaching institution and has integrated best teaching practices throughout its curriculum and in support of its charter school affiliations. For example, the emphasis on teaching and learning is highlighted through its relationships with two charter schools in West Baltimore. Through the support of the School of Education and the School of Arts & Sciences, the charter schools continuously perform within the top 10 % of its counterparts in Baltimore City Schools. The Coppin Academy (the secondary high school) ranks 2nd within the State on end-of-grade assessments at every content level. These students are given the opportunity to matriculate into the University, increasing the diversity of the profile and educational opportunities.

The University is committed to meeting the educational needs of its urban population which includes the traditional student and the adult learner. Coppin State University is the first higher education institution in the State to assume responsibility for the restructuring and administering a public elementary/middle school and high school in Baltimore City. The University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

The university has begun the process of aligning its strategic plan to the USM's five themes and key goals/strategies. In December 2012, a strategic plan for the Division of Academic Affairs was completed with detailed initiatives that support the broader institutional mission. Based on our vision and mission, Coppin State University adopted goals relevant to cultural diversity and overall academic achievement that span to 2016. Only a few selected objectives and priorities relevant to cultural diversity are highlighted below:

- ***Enhance Student success through Graduation***

To ensure the persistence of students through graduation CSU will focus attention on the first year of college -a critical time for retention, learning, and skill development.

- ***Enhance the Academic Core of the University***

Building on our Self-Study accreditation processes along with other key documents will enhance the academic core.

- ***Enhance the Urban Mission of the University***

Based on the university's mission, the university will enhance teaching and learning, increase service learning and advance community engagement opportunities for students, faculty, and staff.

Efforts to Increase Representation of Faculty, Staff, and Students

Faculty Recruitment

Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus on instruction, research and service to the University. Overall, faculty members find the campus to be a welcoming environment. The University makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the University. These publications include, but are not limited to the Chronicle of Higher Education, Diverse Issues in Education, Higher Ed Jobs.com, Academic Keys, and a variety of discipline-specific online and print journals.

One challenge to date, is the University's high faculty workload. The Division of Academic Affairs is working with the academic deans and the faculty senate to address this issue. Last year, the university reported an average of 8.3 course units taught by tenured and/or tenure-track (core) faculty. The recommendation from the USM Board of Regents is 7.5 course units for the core faculty.

The University maintains subscriptions to diverse publications in an effort to ensure that when searches are conducted for new faculty, candidates will derive from diverse locations. While the limitations of dollars for advertising continue, the University is able to post positions in print and online journals, many of which may be discipline-specific.

Budget constraints have contributed to the University's inability to be even more aggressive in its recruitment and hiring of an appropriate number of faculty across all of its disciplines. Also, internally, the institution is reviewing all of its academic programs, including faculty and all other resources necessary for successful programming.

Costs for recruiting and hiring faculty vary by discipline (i.e. the addition of two new faculty within the School of Business could run as much as \$220,000).

The following table shows overall, faculty recruitment has somewhat slowed. In AY 2011-12, the University had 292 members of personnel classified in a type of faculty position. This number is down from the previous academic year which was reported to be 312 members of personnel who were faculty positions (full-time faculty; part-time faculty members). The University did have a slight increase in the number of white faculty members, but also experienced a decline in the number of Asian faculty members.

2008-2012 Demographic Profile of All Faculty Members

TABLE 1: Faculty Comparisons

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80	91	150	275	83	110	165	258	83	112	146	233		98	135
American Indian or Alaska Native	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
Asian	13	4	10	3	16	5	11	5	16	5	11	5	14		10	4
Hispanic/Latino	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0
White	37	12	27	10	34	10	27	7	37	12	25	12	43		29	14
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not self identify	9	3	4	5	5	2	2	3	1	0	1	0	1	0	1	0
Total	301	100	132	169	332	100	150	182	312	100	149	163	292	0	138	158

Staff Recruitment

The Office of Human Resources (HR) offers a variety of workshops that support cultural diversity. These workshops are offered on a regular basis and are available to all members of the campus community at least two times per year. Workshops include such topics as sensitivity training and interacting with persons from other cultural backgrounds and experiences. These workshops are essential since the University has staff from all types of diverse backgrounds.

Human Resources also offers a wealth of wellness programs, programs on stress relief, customer service, and other programs that would make recruitment attractive for staff members. Additionally, HR offers an alternative work schedule to selected university employees. Contingent upon agreements with area supervisors, staff members are able to work a schedule that includes working from home and/or working four-day work weeks when possible.

The Information Technology Division continues to offer a series of professional development courses that assist staff on the use of new software such as SharePoint, MicroSoft Lync, and Analytics. These workshops are free.

The following table provides a demographic profile of staff. The University experienced a slight increase in the number of staff members between AY 2010-2011 and AY 2011-2012. Sixteen new staff were hired. However, the majority of these staff members were in contingent I or II positions and were not provided a State personal identification number. More males were hired this year as opposed to the previous academic year.

2008-2012 Demographic Profile of All Staff Members

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	410	92	148	262	409	90	155	254	457	89	178	279	465	88	188	277
American Indian or Alaska Native	0	0	0	0	1	0	0	1	3	1	1	2	4	1	2	2
Asian	13	3	9	4	14	3	10	4	18	4	14	4	14	3	10	4
Hispanic/Latino	2	0	1	1	2	0	1	1	0	0	0	0	1	0	0	1
White	20	4	12	8	27	6	17	10	32	6	21	11	37	7	25	12
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	3	1	1	2
Did not self identify	2	0	0	2	3	1	3	0	4	1	4	0	6	1	4	2
Total	447	100	170	277	456	100	186	270	514	100	218	296	530	100	230	300

Students

The University’s curriculum provides students with broad exposure to ethnic and cultural diversity. Under the direction of the First-Year Experience (FYE) within the University College, General Education courses are broad. Offerings include courses in foreign languages, international studies, humanities, and race relations. Each academic department offers topics on diversity and race in specific disciplines and professions and diversity is central. As a selected example, the Department of Social Sciences teaches a political science course that deals with special topics in race relations and frequently throughout the semester, invites speakers to the campus to meet with students in round-table sessions. Many of these sessions are open to the entire campus community.

Student Academic Success Academy (SASA)

The University makes every effort to promote a welcoming environment. Every summer since 2010, the university has offered a six-week comprehensive intervention and enrichment program for incoming first-year students. This campus-based residential program provides additional skills needed for general education requirements and offers personal and professional counseling in areas of financial literacy, career planning, and academic and social survival skills. Approximately 250 students participate annually. A primary aim is to not only increase the success of students as they matriculate through the institution, but also to provide an opportunity for students from diverse backgrounds to be successful, especially if they are first-generation or are simply in need of remediation services prior to the start of university life.

Freshman Male Initiative

This program promotes the successful attendance and graduation of first-time, first-year males. Since its original inception in the fall of 2009, upperclassmen serve as mentors and meet 12 to 15 hours weekly through study sessions and social networking. Services provided include tutoring, team and relationship building, and community outreach. In some cases, the University has been able to provide free classes to select students. Coppin State University encourages and supports the increased involvement of males from various ethnic and cultural backgrounds.

Welcoming Environment in the Residence Halls

Effective fall 2012, first-year undergraduate students will live on campus. This has numerous educational and social benefits. Best practice research also supports this claim. In recognition of the value of the living-learning experience associated with on-campus living, Coppin State University now requires first-year students to live on campus in residence halls.

Study Abroad and International Programs

The University has an Advisory Council for the Office of International Programs that manages affairs related to global academic programming and relationships with international partners such as Chonnam National University. The Advisory Council also facilitates study abroad experiences for students, hosts several international education forums for students, and develops policies and guidelines. Study Abroad opportunities have been expanded to Senegal, Ghana, and other geographic locations.

International Student Coordinator

Central to the role of advisement of international students is the Center for Counseling and Student Development (CCSD). The Center houses an advisor as well as licensed therapists that

help students to adjust to a new campus environment through bonding activities and other specialized programs. Through the International Student Services Program, the CCSD offers individual counseling, support groups, and consultation specifically geared toward adjusting and acculturating to Coppin as well as the United States and its customs. The Center maintains relationships with federal agencies, providing a support toward attainment of educational goals, assisting with obtaining employment, fostering healthy transitions from their country of origin, and assisting with acculturation and adjustment needs. Currently, the campus has over 60 students with active student visas on campus. Approximately, 80% of them are female and 20% are male. The students represent islands such as those in the Caribbean, Serbia, and countries in Russia, Africa, and the United Kingdom. The University continues to recruit a diverse body for academics and athletics.

Community College Transfers

The University visits over 15 Community Colleges, hosts transfer days, a transfer week, program receptions, and open houses. The Office of Admissions houses a designated transfer coordinator that deals directly with transfer students and their concerns regarding course offerings, counseling referrals and academic advisement. Last year, the University received over 250 transfers from Maryland Community Colleges, Maryland Four-Year Public and Private Institutions, and Out-of-State Institutions. The University continues to make efficient use of ARTSYS, the Articulation System of the University System of Maryland and plans to enhance its marketing and recruitment efforts related to transfer students.

2008-2012 Demographic Profile of All Students

TABLE 1: Student Comparisons																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	3473	86	722	2751	3353	88	766	2587	3326	88	764	2562	7	0%	1	6
American Indian or Alaska Native	4	0	2	2	2	0	1	1	5	0	2	3	3,484	91%	849	2635
Asian	10	0	0	10	9	0	3	6	9	0	4	5	4	0%	0	4
Hispanic/Latino	17	0	8	9	16	0	6	10	26	1	7	19	39	1%	17	22
White	90	2	25	65	51	1	19	32	61	2	24	37	34	1%	6	28
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	66	2%	26	40
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0
Did not self identify	457	11	139	318	370	10	109	261	373	10	101	272	143	4%	37	106
Total	4051	100	896	3155	3801	100	904	2897	3801	100	902	2898	36	1%	11	25

Promoting Cultural Awareness Across the Campus

Diversity Day

Each year, the campus hosts a Diversity Day celebration where not only are underrepresented populations recognized, but other racial and ethnic groups are celebrated. Attire unique to a particular racial, ethnic and cultural group is worn by campus participants. Also, volunteers prepare special dishes of food and share them on this special day. This is a day that recipes are shared as well as history of select cultures on campus. This event is usually sponsored by our Information Technology Division.

Staff members who are primarily from the Information Technology Division and faculty representing all of the university schools participate in arranging the event. Typically, the composition of the group contains a mix of staff, faculty and students from diverse ethnic and cultural backgrounds. The event is open to the entire campus.

Student Union Marketplace

Annually, vendors from all cultural backgrounds participate and are invited to share their culture through food, clothing, live entertainment and other venues with the campus community. Vendors are comprised of faculty, staff and students from the campus body as well as members of the immediate and surrounding community. The Marketplace is where the campus community celebrates the uniqueness of various cultures and supports one another. Invitations are sent out to the Coppin Campus and Community and to surrounding Baltimore businesses.

African American History Celebrations

Each year, the University hosts a series of on-campus events in celebration of African American History. One such event was held in recognition of the Reverend Dr. Martin Luther King, Jr. The Coppin Community paid tribute to selected individuals who had made major contributions to the University and surrounding community through teaching, research and service. Invitations to these events are sent to the campus community as well as the surrounding community within the Baltimore region.

School/Department Level Programming

Each semester, selected schools and departments hold workshops and seminars which are open to the campus community. These programs include public sessions on cultural awareness through book discussions and signings, art exhibits, theatrical performances, and intellectual discussions open to students, faculty and staff members.



Frostburg State University
Cultural Diversity Program
Progress Report

Prepared by
Office of the Provost
Division of Student and Educational Services

March 2013

Executive Summary

This report presents a progress update of the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2012 to February 2013. Through implementation of strategies identified in this report, the University continues to diligently pursue the five overarching goals of the program.

The University continues to commit resources toward recruiting and enrolling a growing number of undergraduate minority and first-generation students (**Goal 1**). The University has consistently experienced growth in the number of undergraduate minority students enrolled over the last five years - from a total of 1,196 minority undergraduates in fall 2008 to 1,548 in fall 2012, representing a 29.4% increase. African-American student headcount has also grown over the last five years, from 1,004 in fall 2008 to 1,161 in fall 2012.

One ongoing strategy to increase minority enrollment is sending electronic and paper communications to underrepresented students. Through the Student Search Service company, the Office of Admissions has purchased an increasing percentage of minority names over the last five years from the pool of students who take the PSAT in their junior year of high school. Other strategies include sponsoring University bus trips to the FSU campus, arranging off-campus admitted student receptions, and enhancing and promoting college-readiness and bridge programs. In addition to the University's efforts to further recruit minority first-time students, the Office of Admissions also commits resources toward admitting more students who transfer to FSU from Maryland community colleges and an increasing number of these transfer students are from minority groups.

Increasing the retention and graduation rates of undergraduate minority and first-generation students (**Goal 2**) is a priority of the University and a central goal of its Cultural Diversity Program. Over the reporting period, Frostburg has increased the overall second-year student retention rate for the University, as well as the rate for its African-American students. However, the six-year graduation rates for the University and for African Americans in particular have decreased slightly.

University's second-year retention rate of undergraduates improved from 71.0% (cohort fall 2010) in fall 2011 to 72.0% (cohort fall 2011) for fall 2012. Its second-year retention rate for African-American students increased from 71.0% (cohort fall 2010) in fall 2011 to 77.0% (cohort fall 2011) in fall 2012, as did the rate for all minorities, from 70.0% to 74.0%.

During the same time period, the six-year graduation rate of undergraduates decreased from 45.0% for cohort year 2005 to 44.0% for cohort year 2006. The University also experienced a decrease in the six-year graduation rate for African-Americans, from 43.0% for cohort year 2005 to 41.0% for cohort year 2006, while the rate for all minorities declined from 40.0% for cohort year 2005 to 39.0% for cohort year 2006.

The University critically reviews and strengthens its efforts to attract quality students to its campus and raise retention and graduation rates. One important new strategy is the Presidential Merit Scholarships program, which specifically focuses on recruiting students who have demonstrated academic excellence. The University has also worked to enhance and strengthen first-year programs that enhance academic performance and student retention. These enhancements include a revision of the University's Introduction of Higher Education (IHE) course to ensure that all freshmen are well-versed in the skills required for academic success, such as learning strategies, time management, campus resources, and academic requirements and policies.

Frostburg's Closing the Achievement Gap Task Force develops and expands upon strategies and resources that attract quality students to the campus and increase retention and graduation rates. To help support FSU's Closing the Achievement Gap efforts, the University in February 2012 received a Maryland College Access Challenge Grant to improve the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of this grant-based program, entitled the *Championship Forum*, are

intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of \$250 each semester. Also incorporated into FSU's Closing the Achievement Gap efforts is the adoption of a web-based early alert system that helps the University identify students who are facing academic and individual issues preventing them from reaching their full academic potential.

Frostburg's Closing the Achievement Gap work includes increased allocation of need-based student financial aid to make education more affordable. More than 80% of FSU students receive some form of financial aid. Since 2007, FSU has allocated additional funds toward need-based awards. Spending on institutional aid has increased by 55% between 2007 and 2012. Among those need-based awards are at least \$100,000 each year to first-generation, low-income college students who participate in the University's Student Support Services Program. The University intends to continue increasing the amount of need-based awards allocated to students over the next five years.

Course redesign also plays a significant role in the University's Closing the Achievement Gap efforts. The University has successfully implemented course redesign across many curricular areas, including general psychology, developmental mathematics and intermediate algebra, communication studies, and English composition. Frostburg is now in the process of redesigning introductory biology and chemistry. Data from the developmental mathematics program, in place long enough to allow evaluation, show Frostburg students enrolled in redesigned courses performed better than those in traditionally taught courses.

The University's Closing the Achievement Gap work also focuses on expanding and strengthening student support, monitoring, and advising programs. During the fall 2012 semester, the University strengthened its academic advising programs by providing more professional development opportunities for academic advisors. These opportunities promote better continuity and effectiveness in student advising. The University also provides extensive student support through the Center for Advising and Career Services, academic support services offered through PASS (Programs Advancing Student Success), and the TRIO Student Support Services office. Support includes tutoring, mathematics support, study groups, academic advising, career development, and assistance with the financial aid process. The Programs Advancing Student Success (PASS) office has also developed a persistence program to help students improve their grades, study effectively, and attain a Bachelor's degree. Students who earned below 2.3 GPA their first semester are offered a course their second semester that teaches strategies to help them succeed in spite of the academic and personal obstacles that impeded their progression in the past.

The University is continually working to increase diversity among its faculty and staff (**Goal 3**). In November 2012, the University's workforce consisted of 1,084 full- and part-time employees (378 faculty and 706 staff members). The percentage of tenured/tenure-track minority faculty members increased by 3.2% during the reporting period (from 10.9% in 2011 to 14.1% in 2012), while the percentage of non-tenure-track minority faculty members decreased slightly from 5.1% in 2011 to 4.8% in 2012. Over the same time period, there was a 2.0% increase in the percentage of minority staff members (from 5.1% for 2011 to 7.1% for 2012).

In February 2013, FSU's Office of Human Resources implemented a new applicant tracking system that automates the entire hiring process and requests demographic information from applicants regarding race and ethnicity. The system includes an employee on-boarding module that will allow the University to: (1) ensure that employees feel welcome, comfortable, prepared, and supported by their department and by the institution as a whole; (2) increase employees' ability to make an impact with the University, both long- and short-term; and (3) help employees to succeed in their occupations, leading to increased retention and allowing the University to continue to meet its mission.

Frostburg State University's Cultural Diversity Program works to create a welcoming and safe environment that promotes the understanding of cultural diversity (**Goal 4**). An important action priority of the

program and the University's strategic plan is the building of intercultural understanding and broadening of cultural awareness on campus by encouraging students to engage with cultures different than their own. Several ongoing initiatives help to address this priority, including the work of the President's Advisory Council on Diversity, Equity, and Inclusion; the work of FSU's Diversity Center; and academic programs that enhance the multicultural quality of the University's curriculum.

Over the past year, the President's Advisory Council for Diversity, Equity, and Inclusion (PACDEI) revised its mission and goals to ensure alignment with the University's strategic plan. The revised mission focuses on the PACDEI's efforts to further promote a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.

The University's Diversity Center promotes increased understanding of multiculturalism by helping students develop the skills needed to work effectively within FSU's diverse community and ensuring that the campus environment is welcoming and inclusive. Over the reporting period, it was determined that the addition of an Assistant Director would enhance the Center's ability to effectively serve student groups and increase the quality, quantity, and variety of programs and services it offers. As a result, resources were directed toward filling the position, and a search was successfully completed in July 2012. In addition to offering activities, workshops, and programs that help members of the University better understand cultural differences and develop respect for others, the Diversity Center serves as an advising and support resource for student organizations that focus on diversity issues.

Frostburg enhances the multicultural quality of its curriculum through its African-American Studies and Women's Studies minors, as well as its major and minor programs in International Studies. All of these programs have at least their introductory courses offered as part of the General Education Program. Multiculturalism is also incorporated into the curriculum through the University's General Education Program category of Identity and Difference. The twenty-seven courses in this category encourage the consideration of culture, race, gender, ethnicity, class, and global imperatives in the dynamic formation of cultural identity.

The University's Center for International Education (CIE) promotes the understanding of international cultures on campus (**Goal 5**) by increasing international student enrollment. The enrollment of international students at FSU increased 16.7% during the past year, from 90 students from 17 countries in fall 2011 to 105 students from 20 countries in fall 2012. Since fall 2007, when only 28 international students were present at the University, the number of international students attending FSU has increased by 275 percent.

Fourteen exchange students from partner institutions were welcomed by FSU in spring 2012 and an additional 33 exchange students were welcomed in fall 2012. Furthermore, two visiting research scholars from Hunan University of Commerce visited the University to observe teaching methods and conduct research in the area of English. Additional visiting research scholars are expected in AY 2013-2014.

Frostburg State University continues to work towards increasing global opportunities for FSU students and faculty. A total 38 students enrolled in study abroad programs administered by the FSU Center for International Education over the reporting period. During the same time period, 32 students participated in international experiential learning programs organized by the College of Business, the Office of Graduate Services, and the Center for International Education.

In addition, international programming has been added to the goals of a growing number of campus organizations and student groups. The development of global leadership is one of the four major competencies that FSU has developed with its new Leadership Competency Model. The model is beginning to be used in student organizations across the campus, such as in the President's Leadership Circle (PLC), a group first established in 2009 that includes up to 12 undergraduate students whose leadership has made significant contributions to the University.

This year, PLC students had the option of participating in a multicultural experience while living in the Amazon Rainforest or teaching clean water practices in rural areas of Uganda. Each group will be presenting at University sessions during Earth Week and sharing their experiences with Maryland high school students and government officials in Washington, D.C.

In AY 2012-13, the University continued to provide services and programs to FSU's international students and to American students, faculty, and staff to promote intercultural understanding on campus. In addition to monthly social and cultural activities offered by the CIE and designed to aid international students in the acculturation process, student clubs and campus organizations have become actively involved in this process. Two important organizations in this regard are the Chinese Culture Club and the recently formed Japanese Cultural Club.

Section I: Implementing and Evaluating FSU's Cultural Diversity Program

This report discusses Frostburg State University's (FSU) progress toward achieving the goals outlined in its February 2009 Cultural Diversity Program for the most recent reporting period (February 2012 to February 2013). Five-year demographic data for 2008 to 2012 are provided in Appendix A, with separate tables for faculty, staff, and students. Through implementation of strategies identified in this report, the University diligently pursues the five overarching goals of the program:

Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First Generation Students

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity

Goal 5: Promote the Understanding of International Culture

In Section II of this report, *Increasing the Numerical Representation of Traditionally Underrepresented Groups Among Students, Faculty, and Staff*, the University's strategies to promote cultural diversity and student success on its campus by recruiting, enrolling, retaining, and graduating undergraduate minority and first generation students (Goals 1 and 2) are discussed and evaluated. This section of the report also evaluates the University's strategies to enhance the cultural diversity of its faculty and staff (Goal 3).

Section III of this document, *Creating Cultural Awareness among Students, Faculty, and Staff*, contains a discussion and evaluation of Frostburg's strategies to create a campus environment where cultural diversity is strongly promoted and valued by all members of the University community (Goal 4). Creating cultural awareness at Frostburg also necessarily involves internationalizing the campus (Goal 5), and the University's efforts to bring global perspectives and ideas to the campus are also presented and evaluated under Section III.

Section II: Increasing the Numerical Representation of Traditionally Underrepresented Groups among Students, Faculty, and Staff

In an effort to enhance the cultural diversity of its campus, Frostburg State University includes in its Cultural Diversity Program strategies that focus on effective recruitment, enrollment, and retention of students from traditionally underrepresented groups. The University commits resources to enhancing existing initiatives that focus on the recruitment and retention of a culturally diverse faculty and staff, as presented below.

Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students (FSU Goal 1)

The University has consistently experienced growth in the number of undergraduate minority students enrolled over the last five years - from a total of 1,196 minority undergraduates in fall 2008 to 1,548 in fall 2012, representing a 29.4% increase (see Table 1 in Appendix A). African-American student headcount has also grown over the last five years, from 1,004 in fall 2008 to 1,161 in fall 2012.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

In an effort to recruit a growing number of minority and first-generation students, Frostburg sends mailings and electronic communications to underrepresented students who meet FSU admissions criteria (*Strategy 1.1*). Through the Student Search Service company, the Office of Admissions has purchased an increasing

percentage of minority names over the last five years from the pool of students who take the PSAT in their junior year of high school. As shown in Table 1 below, minorities represented 26.0% of the total names purchased for the fall 2008 entering freshman class, as compared to 29.2% for the fall 2012 class.

Admissions counselors travel to high schools in targeted urban areas, including Baltimore, Montgomery, and Prince George’s counties and Washington, D.C. In addition, the admissions office hired a bilingual admissions counselor in January 2012 to assist with the recruitment of Hispanic students.

Table 1
Student Search Service Comparisons
Fall 2008 to Fall 2012

Race/ Ethnicity	Fall 2008 Entering Class		Fall 2009 Entering Class		Fall 2010 Entering Class		Fall 2011 Entering Class		Fall 2012 Entering Class	
	N	%	N	%	N	%	N	%	N	%
Unknown	1,420	3.8%	1,559	3.9%	1,546	3.8%	1,381	3.8%	1,582	4.4%
African American/Black	5,150	13.7%	5,292	13.2%	5,709	13.9%	4,886	13.6%	4,951	13.8%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%	175	0.5%
Asian	2,901	7.7%	3,423	8.6%	3,608	8.8%	3,384	9.4%	3,405	9.5%
Hispanic/Latino	1,551	4.1%	1,843	4.6%	2,003	4.9%	1,812	5.0%	1,917	5.4%
White	26,317	70.2%	27,671	69.3%	28,041	68.2%	24,348	67.7%	23,793	66.4%
All	37,498	100.0%	39,955	100.0%	41,096	100.0%	35,976	100.0%	35,823	100.0%

Data Source: PeopleSoft Queries F08, F09;orig SSS file F10, F11, F12

Familiarizing Select High School Students, Teachers, and Administrators with FSU Programs and Services

Ongoing University-sponsored bus trips and admitted student receptions are essential components of the University’s efforts to enroll an increasing number of traditionally underrepresented student groups (**Strategy I.2**). The admissions office hosted approximately 240 prospective fall 2012 students during 10 different bus trips to FSU from primarily minority high schools. Also as part of its recruitment efforts for the fall 2012 entering class, Admissions held student receptions in Gaithersburg and Annapolis, where 45.8% of reception attendees were minorities (27 of 59 students).

Enhancing and Promoting College-Readiness Programs

College-readiness and bridge programs that help prepare underrepresented students for postsecondary education are important initiatives at Frostburg (**Strategy I.4**). Over the last three years, the grant-based Upward Bound program has served a total of 115 students, and 11% of these participants were minorities. Additional academic support for underrepresented high school students from Allegany, Garrett, Washington, and Frederick counties and Baltimore City is provided by FSU’s Upward Bound Regional Math/Science Center (**Strategy I.5**). An average of 66% of program participants over the last five years self-identified as minorities. Of the 182 former program participants who graduated from high school before 2008, 164 (90%) subsequently enrolled at a college or university and 108 (66%) obtained a bachelor’s or associate’s degree. Sixty-one percent (61%) of the degree awarded to these students were in a mathematics or science discipline.

Increasing the Number of Underrepresented Students Transferring from Community Colleges

In addition to the University’s efforts to further recruit minority first-time students, the Office of Admissions also commits resources toward admitting more students who transfer to FSU from Maryland community colleges (**Strategy I.3**), and an increasing number of these transfer students are from minority

groups. Table 2 below shows the number and percentage of minority students entering as new transfer students, which has increased by 10.2% over the last five years (from 13.5% in fall 2008 to 23.7% in fall 2012).

Table 2
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2012

Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Unknown	5	1.3%	7	1.7%	6	1.5%	3	0.6%	3	0.6%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%	78	16.7%
Amer Ind or Alaska Nat	1	0.3%	3	0.7%	.	.	1	.	1	.
Asian	4	1.1%	2	0.5%	2	0.5%	4	0.9%	8	1.7%
Hisp/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%	12	2.6%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%	320	68.4%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%	34	7.3%
Hawaiian	.	.	.	.	.	.	.	.	1	.
Two or More Races	.	.	.	.	.	.	13	2.8%	11	2.4%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%	468	100.0%

Data Source: Enrollment Information System File (EIS)

Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students (FSU Goal 2)

Over the reporting period, Frostburg has increased the overall second-year student retention rate for the University, as well as the rate for its African-American students. However, the six-year graduation rates for the University and for African Americans in particular have decreased slightly.

The University's second-year retention rate of undergraduates improved from 71.0% (cohort fall 2010) in fall 2011 to 72.0% (cohort fall 2011) for fall 2012. Its second-year retention rate for African-American students increased from 71.0% (cohort fall 2010) in fall 2011 to 77.0% (cohort fall 2011) in fall 2012, as did the rate for all minorities, from 70.0% to 74.0%.

During the same time period, the six-year graduation rate of undergraduates decreased from 45.0% for cohort year 2005 to 44.0% for cohort year 2006. The University also experienced a decrease in the six-year graduation rate for African-Americans, from 43.0% for cohort year 2005 to 41.0% for cohort year 2006, while the rate for all minorities declined from 40.0% for cohort year 2005 to 39.0% for cohort year 2006.

The University critically reviews and strengthens its efforts to attract quality students to the campus and raise retention and graduation rates. One important new strategy is the Presidential Merit Scholarships program, which specifically focuses on recruiting students who have demonstrated academic excellence. Twenty-six scholarships have been created since July 2010 with commitments totaling \$218,351. The program's goal is to secure \$2.5 million in merit-based scholarships for high-academic achievers by July 2015. This program, and the additional initiatives discussed below, are expected to enhance both performance measures and meet benchmarked goals.

Expanding and Strengthening First-Year Programs that Enhance Student Academic Performance and Retention

The University's Introduction to Higher Education (IHE) course was reviewed by a committee of faculty and staff in the spring of 2012, with the goal of determining IHE's role as part of first-year academic programming. The group recommended that coursework focus on ensuring students are well-versed in the skills required for academic success (*Strategy 2.1*), such as learning strategies, time management, campus

resources, and academic requirements and policies. These and other components important to student retention and success (financial literacy, diversity education, sexual assault awareness, and career exploration) were incorporated into the revised course requirements and shared with faculty as part of three training sessions conducted in summer 2012. The University expects these changes will result in greater consistency among IHE course activities and instruction, with the ultimate result of a more uniform first-year experience for all freshmen.

In summer 2012, the University assessed procedures regarding the mentorship of academic warning and probation students, who were in need of more information on institutional policies, procedures, and developmental opportunities. Beginning in the fall of 2012, informational workshops were moved from mid semester to the first week of classes to allow for students to change existing course schedules without penalty. As a result of this adjustment, workshop attendance (approximately 30% of the students invited) was higher than in the past. Information presented at the workshop included a degree progress report, grade calculator, and discussion of course repeat policies. Attendees were asked to submit personalized academic strategies to address deficiencies in academic behaviors, summarize social and campus connections, and predict semester GPA and expected number of meetings with advisors. Representatives from Programs Advancing Student Success, Financial Aid, and other student service offices discussed available services and announced upcoming developmental workshops. During the fall 2012 semester, workshop presenters plan to share data on participating students and determine whether attendance at these workshops has improved student success rates.

Closing the Achievement Gap

The University's Closing the Achievement Gap Task Force develops and expands upon strategies and resources that help to attract quality students to its campus and increase retention and graduation rates (*Strategy 2.2*). In February 2012, FSU was awarded a Maryland College Access Challenge Grant to improve the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of this grant-based program, entitled the *Championship Forum*, are intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of \$250 each semester.

Fifty students were recruited to the program in March 2012, 36 of which actively participated during the spring 2012 semester. Of those students, ten entered the program on academic probation; at the end of that semester, seven had earned grades sufficient to remove them from probation. In addition, five other program participants earned Dean's List honors. One student was academically dismissed and two remain on academic probation; overall, 92% of the participants were in good academic standing in the fall of 2012. With 33 students returning for the fall, the persistence rate for the group is 92 percent. Twenty-one returning students earned the full stipend and 12 returning students earned partial stipends. Recruitment of new participants, particularly low-income freshman males, is continuing, with the goal of adding 20 to 25 new students early in the fall semester.

Beginning in the fall of 2012, Frostburg adopted an early alert system that helps the University identify students who are facing academic and individual issues preventing them from reaching their full academic potential. This web-based solution focuses on a variety of factors that are the strongest predictors of student success and can be used to create timely reports about students who are facing difficulties or challenges. These reports can then be acted on by faculty advisors and staff.

Frostburg has focused on access by continuing to increase the allocation of need-based student financial aid to make education more affordable. More than 80% of FSU students receive some form of financial aid. Since 2007, FSU has allocated additional funds toward need-based awards. Spending on institutional aid has increased by 55% between 2007 and 2012. Among those need-based awards are at least \$100,000 each year to

first-generation, low-income students who participate in the Student Support Services Program. The University intends to continue increasing the amount of need-based awarded allocated to students over the next five years.

Expanding Course Redesign and Improving Skills in Mathematics

As part of its Closing the Achievement Gap Initiative, the University has successfully implemented course redesign across several curricular areas, including general psychology, developmental mathematics and intermediate algebra, communication studies, and English composition. Frostburg is now in the process of redesigning introductory biology and chemistry. Data from the developmental mathematics program, in place long enough to allow evaluation, show Frostburg students enrolled in redesigned courses performed better than those in traditionally taught courses (see Table 3).

Table 3
DVMT 100: Intermediate Algebra
Course Redesign Model Results for Full Implementation
Spring 2012

DVMT 100	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2011	28	27	55	50.9%	49.1%
Fall 2011	157	40	197	79.7%	20.3%
Spring 2012	76	24	100	76.0%	24.0%
Passed DVMT in Fall 2011					
Math 102	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	47	46	93	50.5%	49.5%
No DVMT in Fall 2011					
Math 102	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	29	33	62	46.8%	53.2%
Passed DVMT in Fall 2011					
Math 106	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	52	25	77	67.5%	32.5%
No DVMT in Fall 2011					
Math 106	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	25	17	42	59.5%	40.5%

Expanding and Strengthening Student Support, Monitoring, and Advising Programs

During the fall 2012 semester, the University strengthened its academic advising programs by providing more professional development opportunities for academic advisors. These opportunities promote better continuity and effectiveness in student advising.

The University provides extensive student support through the Center for Advising and Career Services, academic support services offered through PASS (Programs Advancing Student Success), and the TRIO Student Support Services office. Support includes tutoring, mathematics support, study groups, academic advising, career development, and assistance with the financial aid process.

The Programs Advancing Student Success (PASS) office developed a persistence program to help students improve their grades, study effectively, and attain a Bachelor’s degree (*Strategy 2.3*). Students who earned

below 2.3 GPA their first semester are offered a course their second semester that teaches strategies to help them succeed in spite of the academic and personal obstacles that impeded their progression in the past.

Enhance the Cultural Diversity of Faculty and Staff (FSU Goal 3)

One of Frostburg State University's fundamental goals is to increase diversity among its faculty and staff. In November 2012, the University's workforce consisted of 1,084 full- and part-time employees (378 faculty and 706 staff members). As shown in Table 2 of Appendix A, the percentage of tenured/tenure-track minority faculty members increased by 3.2% during the reporting period (from 10.9% in 2011 to 14.1% in 2012), while the percentage of non-tenure-track minority faculty members decreased slightly from 5.1% in 2011 to 4.8% in 2012. Over the same time period, there was a 2.0% increase in the percentage of minority staff members (from 5.1% for 2011 to 7.1% for 2012 - see Table 3 in Appendix A).

Implementing the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies

The University has expanded upon the Minority Recruitment and Retention Plan developed by the Office of Human Resources (OHR - **Strategy 3.1**), including assigning an Equity Officer to each college or division to help monitor and coordinate diversity initiatives. Additionally, all search committees must appoint a member to oversee minority recruitment efforts. Job announcements are also sent to historically black institutions, and a contact list has been developed within OHR to target the most diverse applicant pool.

In February 2013, FSU's Office of Human Resources implemented a new applicant tracking system that automates the entire hiring process and requests demographic information from applicants regarding race and ethnicity. The system includes an employee on-boarding module that will allow the University to:

- Ensure that employees feel welcome, comfortable, prepared, and supported by their department and by the institution as a whole.
- Increase employees' ability to make an impact at the University, both long- and short-term.
- Help employees to succeed in their occupations, leading to increased retention and allowing the University to continue to meet its mission.

Expanding Efforts to Attract and Retain Eminently Qualified African-American Faculty and Staff

Within the Academic Affairs division, 22 faculty searches were conducted in 2012, with 4.0% of the positions filled by minority applicants (**Strategy 3.2**). In the College of Liberal Arts and Sciences, two African-American and two Asian faculty members were hired over the reporting period. In addition, one Asian faculty was hired in the College of Business, and two non-tenure track African American faculty members were hired in the College of Education.

The FSU administration has experienced an increase in minority hires since the implementation of the Minority Recruitment Plan (**Strategy 3.2**). In 2012, 41 administrative searches were completed and, of these searches, minorities filled 9.7% of the positions.

In an effort to help retain minority faculty and staff, the University's mentoring program is designed to help new employees feel welcomed and part of the campus community. During 2012, 17 new employees were matched with mentors (**Strategy 3.3**).

Section III: Creating Cultural Awareness among Students, Faculty, and Staff

Create a Campus Environment that Promotes the Understanding of Cultural Diversity (FSU Goal 4)

An important action priority of the Cultural Diversity Program and the University's strategic plan is the building of intercultural understanding and broadening of cultural awareness on campus by encouraging students to engage with cultures different than their own. Several ongoing initiatives help to address this priority, including the work of the President's Advisory Council on Diversity, Equity, and Inclusion; the work of FSU's Diversity Center; and academic programs that enhance the multicultural quality of the University's curriculum.

The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)

Over the past year, the President's Advisory Council for Diversity, Equity, and Inclusion (PACDEI) revised its mission and goals to ensure alignment with the University's strategic plan. The revised mission focuses on the PACDEI's efforts to further promote a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.

In August 2012, new PACDEI members were selected through an application and interview process and were required to complete NCBI training, including a mandatory two day workshop. The PACDEI established new work teams to progress toward meeting its goals, which include:

- Creating a welcoming and safe campus climate for students, faculty, and staff
- Recruiting and retaining a culturally rich population of students, faculty, and staff
- Promoting mutual respect through the voicing of concerns in civil discourse
- Encouraging and supporting collaborative initiatives and activities
- Assuring University policies and procedures are congruent with the above goals
- Utilizing the principles and skill sets of NCBI in fulfilling its mission

The University Diversity Center

The University's Diversity Center promotes increased understanding of multiculturalism by helping students develop the skills needed to work effectively within FSU's diverse community and ensuring that the campus environment is welcoming and inclusive. Over the reporting period, it was determined that the addition of an Assistant Director would enhance the Center's ability to effectively serve student groups and increase the quality, quantity, and variety of programs and services offered. As a result, resources were directed toward filling the position, and a search was successfully completed in July 2012.

The Diversity Center offers activities, workshops, and programs that help students, faculty, and staff develop a better understanding of cultural differences and respect for individuals of backgrounds different from their own. Under the leadership of the Center, several workshops were held for students, faculty and staff as part of FSU's affiliation with the National Coalition Building Institute, Inc. (NCBI). During the spring 2012 semester, a violence prevention workshop model was twice presented during the *Enough is Enough* campaign, and this model was again utilized to train approximately 60 Residence Life Office staff in August 2012. In addition, the annual diversity retreat was held in October 2012 and included a full-day workshop with 45 participants and two facilitators. Also in the fall of 2012, two workshops were held for Greek Life with 40 students attending, and first-semester freshmen in 94% of Introduction to Higher Education course sections participating in *Welcoming Diversity: Leadership for Equity and Inclusion* workshops. In December 2012, the Center established "listening tables," a service that introduces students to the NCBI team and provides them with listeners who utilize NCBI skills and principles to provide relief from end-of-the-semester stress.

Another important responsibility of the Diversity Center is to serve as an advising and support resource for student organizations that focus on diversity issues. These organizations include the Black Student Alliance (BSA), the Latin American Student Organization (LASO), the Chinese Cultural Club (CCC), the African Student Association (ASA), the African American Studies Society (AASS), BTGlass, the Hillel (Jewish Student) organization, and the Muslim Student Association (MSA). In addition, a new on-campus student organization, the National Council of Negro Women (NCNW), was established in September 2012, with an initial membership of five faculty/staff advisors and more than 75 students. The goals of this organization include reducing violence toward women and providing academic support in an effort to increase the retention and graduation of female students.

Enhancing the Multicultural Quality of the Curriculum

Frostburg State University enhances the multicultural quality of its curriculum through its African-American Studies and Women's Studies minors, as well as its major and minor programs in International Studies. All of these programs have at least their introductory courses offered as part of the General Education Program.

Multiculturalism is also incorporated into the curriculum through the University's General Education Program category of Identity and Difference. The twenty-seven courses in this category encourage the consideration of culture, race, gender, ethnicity, class, and global imperatives in the dynamic formation of cultural identity. The principal objective of these courses is to introduce students to the varied perspectives that determine values in a complex, global society and to induce appreciation of how power operates to include and exclude groups across societies within the United States. In addition, these courses are intended to encourage students to understand the social, political, economic, and institutional complexities of a national culture outside the United States, or to learn methods of functioning effectively in a complex global culture.

Promote the Understanding of International Cultures (FSU Goal 5)

The University's Center for International Education (CIE) places an emphasis on recruiting international students in order to increase global awareness at FSU (*Strategy 5.1*). International student enrollment increased 16.7% during the past year, from 90 students from 17 countries in fall 2011 to 105 students from 20 countries in fall 2012. Since fall 2007, when only 28 international students were present at the University, the number of international students attending FSU has increased by 275 percent.

Increasing the Number of International Students

In 2012, Frostburg State University continued its tradition of strong international student exchange agreement programs with its partner institutions, including:

- Hunan Normal University in Changsha, China
- Mary Immaculate College in Limerick, Ireland
- University of Northumbria in Newcastle, England
- University College UCC in Copenhagen, Denmark
- Chung Hua University, Taiwan
- Fo Guang University, Taiwan
- Nat'l Dong Hwa University, Taiwan
- Nat'l Taipei College of Business, Taiwan
- Nat'l United University, Taiwan
- Vanung University, Taiwan
- Communications University of China
- Dongfang College, China
- Hunan University of Commerce, China

Fourteen exchange students from partner institutions were welcomed by FSU in spring 2012, and an additional 33 exchange students were welcomed in fall 2012. Furthermore, two visiting research scholars from Hunan University of Commerce visited the University to observe teaching methods and conduct research in the area of English. Additional visiting research scholars are expected in AY 2013-2014.

The Center for International Education also works to assist international students' academic success and assimilation into the University community and local areas. Besides the offered intermediate- and advanced-level ESL classes for exchange students who require additional language training, CIE also provides cultural learning activities for exchange students to interact with U.S. students. The Center offered a study abroad/cultural fair in fall 2012 that promoted exchange of cultures between current FSU international students and American students.

Enhancing International Programming

Several new FSU programs were created to facilitate the understanding of international cultures in 2012 (*Strategy 5.2*), including:

- The Center for International Education introduced a new program that combined promoting study abroad with sharing current international students' cultures to American students. The project also introduces non-traditional study abroad locations to American students in order to promote stepping outside of their comfort zones.
- In August of 2012, Student and Educational Services, Student and Community Involvement, and the University Programming Council presented the Indian band, Red Baraat. This event included not only Indian music, but also Indian cuisine.
- The summer 2012 Impact China study abroad group created an event in October 2012 to showcase their activities in China and to promote future participation in study abroad travel to China. The evening was filled with pictures and information from the Impact China trip along with Chinese culture learned by American students or presented by current Chinese exchange students.
- The College of Business, with cooperation from the Center for International Education, invited a distinguished scholar from San Diego State University to speak about the possibilities of cultural cooperation and exchange with universities in Japan.

Increasing the Number of International Opportunities for Students and Faculty

Frostburg State University works diligently toward increasing global opportunities for its students and faculty (*Strategy 5.3*). A total 38 students enrolled in study abroad programs administered by the FSU Center for International Education over the reporting period. The CIE also continues to visit classrooms to promote study abroad, host bi-annual study abroad information fairs, hold bi-weekly information sessions with past study abroad students, and promote study abroad at admissions open house events throughout the year. These events are generally well attended and the number of students interested in study abroad opportunities in AY 2013-2014 looks strong.

Over the last few years, FSU has created a number of innovative and valuable international experiences for students and faculty. During the reporting period, 32 students participated in international experiential learning programs organized by the College of Business, the Office of Graduate Services, and the Center for International Education. A faculty-led summer 2012 trip to China gave College of Business students an opportunity to interact with Chinese business faculty, visit important industrial locations, and enjoy many of the country's historical and cultural sites. An additional trip to Denmark was conducted by the College of

Education for graduate students in the educational field. This trip provided opportunities for students to observe classrooms in Denmark, Danish culture, and the education program at University College in Copenhagen (UCC). Currently, there are three additional faculty led trips to Peru, China, and Ireland scheduled for summer 2013.

In addition, international programming has been added to the goals of a growing number of campus organizations and student groups. The development of global leadership is one of the four major competencies that the University has developed with its new Leadership Competency Model. The model is beginning to be used by student organizations across the campus, such as in the President's Leadership Circle (PLC), a group first established in 2009 that includes up to 12 undergraduate students whose leadership has made significant contributions to the University.

This year, PLC students had the option of participating in a multicultural experience while living in the Amazon Rainforest or teaching clean water practices in rural areas of Uganda. Both experiences have led FSU students on an inward journey of self-discovery while placing an emphasis on inclusive cultural awareness. Each group will be presenting at University sessions during Earth Week and sharing their experiences with Maryland high school students and government officials in Washington, D.C.

Promoting Intercultural Understanding

In AY 2012-13, the University continued to provide services and programs to FSU's international students and to American students, faculty, and staff to promote intercultural understanding on campus (*Strategy 5.4*). In addition to monthly social and cultural activities offered by the CIE and designed to aid international students in the acculturation process, student clubs and campus organizations have become actively involved in this process. Two important organizations in this regard are the Chinese Culture Club and the recently formed Japanese Cultural Club:

- The Chinese Culture Club (CCC) maintained an active presence on campus this year, hosting its annual celebrations for the Autumn Festival and Chinese New Year. The CCC once again connected new Chinese/Taiwanese students with conversation partners and local mentors from the campus and community. In January 2013, the CIE and several Taiwanese/Chinese students partnered with West Side Elementary School in Cumberland to present a full-day Chinese New Year Celebration to introduce students, parents, and teachers to various aspects of Chinese culture.
- Japanese students and some American friends introduced a new cultural group to FSU: the Japanese Cultural Club. This group participated in the Cultural Study Abroad fair presented by the Center for International Education.



Appendix A

Cultural Diversity Program

Comparison Tables for Faculty, Staff, and Students

Prepared by

Office of the Provost

Division of Student and Educational Services

March 2013

Appendix A

Frostburg State University

Comparison Tables for Faculty, Staff, and Students

Table 1
Student Headcount by Career

		Term																				
Career	Race/Ethnicity*	Fall 2008				Fall 2009				Fall 2010				Fall 2011				Fall 2012				All
		Male N	Female N	N	%	Male N	Female N	N	%	Male N	Female N	N	%	Male N	Female N	N	%	Male N	Female N	N	%	N
Graduate	Unknown	3	10	13	2.05	5	9	14	2.22	2	.	2	0.33	3	1	4	0.57	4	5	9	1.14	42
	African American/Black	6	11	17	2.69	9	11	20	3.17	15	17	32	5.3	11	18	29	4.15	20	21	41	5.19	139
	Amer Ind or Alaska Nat	.	2	2	0.32	1	2	3	0.48	.	.	.	.	.	.	.	.	.	2	2	0.25	7
	Asian	2	2	4	0.63	1	2	3	0.48	4	4	8	1.32	5	6	11	1.58	11	7	18	2.28	44
	Hisp/Latino	.	4	4	0.63	.	4	4	0.63	3	5	8	1.32	2	6	8	1.15	3	6	9	1.14	33
	White	207	378	585	92.4	168	404	572	90.8	168	372	540	89.4	231	379	610	87.4	242	423	665	84.18	2972
	Other	1	7	8	1.26	6	8	14	2.22	9	5	14	2.32	20	12	32	4.58	25	11	36	4.56	104
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.13	1
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	2	2	4	0.57	3	6	9	1.14	13
	All	219	414	633	100	190	440	630	100	201	403	604	100	274	424	698	100	309	481	790	100	3355
Undergraduate	Unknown	50	53	103	2.25	46	60	106	2.23	16	12	28	0.58	18	21	39	0.82	27	22	49	1.06	325
	African American/Black	501	503	1004	21.9	551	576	1127	23.7	557	572	1129	23.2	592	563	1155	24.4	602	559	1161	25.07	5576
	Amer Ind or Alaska Nat	6	9	15	0.33	9	9	18	0.38	7	6	13	0.27	6	5	11	0.23	3	1	4	0.09	61
	Asian	47	34	81	1.77	44	33	77	1.62	47	28	75	1.54	31	17	48	1.01	38	18	56	1.21	337
	Hisp/Latino	58	38	96	2.1	69	54	123	2.59	98	90	188	3.86	79	76	155	3.28	76	67	143	3.09	705
	White	1695	1555	3250	70.9	1683	1574	3257	68.5	1744	1640	3384	69.5	1591	1508	3099	65.5	1506	1459	2965	64.03	15955
	Other	11	22	33	0.72	14	33	47	0.99	20	29	49	1.01	24	34	58	1.23	30	39	69	1.49	256
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	7	3	10	0.21	6	6	12	0.26	22
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	66	90	156	3.3	80	92	172	3.71	328
	All	2368	2214	4582	100	2416	2339	4755	100	2489	2377	4866	100	2414	2317	4731	100	2368	2263	4631	100	23565
All	2587	2628	5215	100	2606	2779	5385	100	2690	2780	5470	100	2688	2741	5429	100	2677	2744	5421	100	26920	

Source: P409 Student Enrolled Population Files; Office of Planning, Assessment, and Institutional Research

Appendix A Frostburg State University Comparison Tables for Faculty, Staff, and Students

Table 2
Instructional Faculty
Split By Tenure/Tenure Track and Non-Tenure Track

Last update: January 18, 2013

Tenure Status	Race/Ethnicity*	Year																				All N		
		2008					2009					2010					2011						2012	
		Male N	Female N	N	All %	Male N	Female N	N	All %	Male N	Female N	N	All %	Male N	Female N	N	All %	Male N	Female N	N	All %			
Non-Tenure Track	Unknown	-	-	-	-	-	-	-	-	1	1	2	1.27	1	-	1	0.64	-	-	-	-	3		
	African American/Black	1	1	2	1.34	-	2	2	1.34	-	-	-	-	1	1	2	1.27	-	2	2	1.20	8		
	Asian	1	3	4	2.68	3	1	4	2.68	3	2	5	3.16	1	2	3	1.91	1	1	2	1.20	18		
	Hisp/Latino	-	1	1	0.67	-	3	3	2.01	-	4	4	2.53	-	3	3	1.91	-	4	4	2.41	15		
	White	69	73	142	95.3	64	76	140	93.96	66	77	143	90.5	66	81	147	93.6	75	81	156	93.98	728		
	Other	-	-	-	-	-	-	-	-	1	2	3	1.9	-	1	1	0.64	1	-	1	0.60	5		
	Native Hawaiian or Pac Island	-	-	-	-	-	-	-	-	-	1	1	0.63	-	-	-	-	-	-	-	-	1		
	All	71	78	149	100	67	82	149	100	71	87	158	100	69	88	157	100	78	88	166	100	779		
Tenure/ Tenure Track	Unknown	-	-	-	-	-	-	-	-	1	-	1	0.48	-	2	2	0.94	-	-	-	-	3		
	African American/Black	6	2	8	3.83	7	2	9	4.27	6	2	8	3.85	5	2	7	3.3	7	2	9	4.25	41		
	Asian	9	7	16	7.66	9	7	16	7.58	7	6	13	6.25	6	6	12	5.66	10	7	17	8.02	74		
	Hisp/Latino	1	3	4	1.91	1	3	4	1.9	1	3	4	1.92	1	3	4	1.89	1	3	4	1.89	20		
	White	113	68	181	86.6	116	66	182	86.26	113	65	178	85.6	112	69	181	85.4	107	75	182	85.85	904		
	Other	-	-	-	-	-	-	-	-	2	2	4	1.92	4	2	6	2.83	-	-	-	-	10		
	All	129	80	209	100	133	78	211	100	130	78	208	100	128	84	212	100	125	87	212	100	1052		
All		200	158	358	100	200	160	360	100	201	165	366	100	197	172	369	100	203	175	378	100	1831		

Source: M155 Employee Data System Files; Office of Planning, Assessment, and Institutional Research

*Data reported for fall 2008 and fall 2009 based on the 1977 race/ethnicity codes. Fall 2010, Fall 2011, and Fall 2012 data based on the new race/ethnicity codes.

Appendix A Frostburg State University Comparison Tables for Faculty, Staff, and Students

**Table 3
Staff By Principle Occupational Assignment**

		Year																													
Occupational Code	Race/Ethnicity*	2008					2009					2010					2011					2012					All				
		Male N	Female N	N	All	%	Male N	Female N	N	All	%	Male N	Female N	N	All	%	Male N	Female N	N	All	%	Male N	Female N	N	All	%					
Exec/Admin/Mngr	Unknown	2	.	2	0.82	2
	African American/Black	2	1	3	5.26	.	2	1	3	5.17	.	2	1	3	5.17	.	2	1	3	5.56	.	7	4	11	4.49	23					
	Amer Ind or Alaska Nat	1	.	1	1.75	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.41	2
	Asian	.	.	.	.	.	.	.	.	.	.	1	.	1	1.72	.	1	.	1	1.85	.	5	.	5	2.04	7
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	2	3	1.22	3
	White	36	17	53	92.98	94.83	35	20	55	94.83	93.1	33	21	54	93.1	93.1	30	20	50	92.6	92.6	103	120	223	91.02	435					
All	39	18	57	100	100	37	21	58	100	100	36	22	58	100	100	33	21	54	100	100	119	126	245	100	472						
Professional	Unknown	0.65	.	1	1	0.65	0.65	2	2	4	2.42	2.42	2	2	4	2.42	2.42	9
	African American/Black	3	3	6	4.05	5.81	4	5	9	5.81	5.81	6	4	10	6.06	6.06	5	4	9	5.56	5.56	.	4	4	3.23	38					
	Amer Ind or Alaska Nat	1	.	1	0.68	0.65	1	.	1	0.65	0.65	1	.	1	0.61	0.61	1	.	1	0.62	0.62	4
	Asian	3	.	3	2.03	1.94	3	.	3	1.94	1.94	2	.	2	1.21	1.21	2	.	2	1.23	1.23	2	1	3	2.42	13					
	Hisp/Latino	.	1	1	0.68	.	.	.	.	.	.	.	1	1	0.61	0.61	.	1	1	0.62	0.62	2	1	3	2.42	6
	White	59	78	137	92.57	90.97	60	81	141	90.97	87.9	61	84	145	87.9	87.9	59	85	144	88.9	88.9	33	81	114	91.94	681					
	Other	2	.	2	1.21	1.21	1	.	1	0.62	0.62	3
	All	66	82	148	100	100	68	87	155	100	100	74	91	165	100	100	70	92	162	100	100	37	87	124	100	754					
	Clerical	Unknown	.	2	2	1.11	1.05	.	2	2	1.05	1.05	5	5	10	5.41	5.41	.	2	2	1.08	16				
African American/Black		3	8	11	6.11	4.19	1	7	8	4.19	4.19	.	6	6	3.45	3.45	.	2	2	1.08	1.08	6	7	13	7.03	40					
Asian		.	2	2	1.11	1.57	.	3	3	1.57	1.57	1	1	2	1.15	1.15	1	1	2	1.08	1.08	.	1	1	0.54	10					
Hisp/Latino		1	.	1	0.56	0.52	1	.	1	0.52	0.52	2	1	3	1.72	1.72	2	1	3	1.62	1.62	.	3	3	1.62	11					
White		17	147	164	91.11	92.67	25	152	177	92.67	92.5	24	137	161	92.5	92.5	24	142	166	89.7	89.7	31	134	165	89.19	833					
Other		.	.	.	.	.	.	.	.	.	.	1	.	1	0.57	0.57	.	.	.	.	.	.	1	1	0.54	2
Two or More Races		1	1	0.57	0.57	.	2	2	1.08	1.08	3
All		21	159	180	100	100	27	164	191	100	100	28	146	174	100	100	32	153	185	100	100	37	148	185	100	915					
Technical	Hisp/Latino	1	.	1	2	2.17	1	.	1	2.17	2.17	1	.	1	2.22	2.22	1	.	1	2.27	2.27	4
	White	25	24	49	98	97.83	24	21	45	97.83	97.83	26	18	44	97.78	97.78	26	17	43	97.7	97.7	1	5	6	100	187					
	All	26	24	50	100	100	25	21	46	100	100	27	18	45	100	100	27	17	44	100	100	1	5	6	100	191					
Skilled Crafts	Unknown	1	.	1	2.86	1
	African American/Black	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.1	1
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.1	1
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	1.1	1
	White	33	1	34	97.14	100	34	1	35	100	100	36	1	37	100	100	36	1	37	100	100	46	42	88	96.7	231					
	All	34	1	35	100	100	34	1	35	100	100	36	1	37	100	100	36	1	37	100	100	47	44	91	100	235					
Serv/Maint	Unknown	.	1	1	1.14	.	.	.	.	.	.	.	1	1	1.3	1.3	2	2	4	4.55	4.55	1	.	1	1.82	7
	African American/Black	.	3	3	3.41	3.53	.	3	3	3.53	3.53	.	2	2	2.6	2.6	.	1	1	1.14	1.14	9
	Asian	.	1	1	1.14	1.18	.	1	1	1.18	1.18	.	1	1	1.3	1.3	.	1	1	1.14	1.14	4
	White	48	35	83	94.32	95.29	45	36	81	95.29	94.8	36	37	73	94.8	94.8	45	37	82	93.2	93.2	53	1	54	98.18	373					
	All	48	40	88	100	100	45	40	85	100	100	36	41	77	100	100	47	41	88	100	100	54	1	55	100	393					
All	234	324	558	100	100	236	334	570	100	100	237	319	556	100	100	245	325	570	100	100	295	411	706	100	2960						

Source: M155 Employee Data System Files; Office of Planning, Assessment, and Institutional Research

*Data reported for fall 2008 and fall 2009 based on the 1977 race/ethnicity codes. Fall 2010, Fall 2011, and Fall 2012 data based on the new race/ethnicity codes.

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

February, 2013

Cultural Diversity Planning at Salisbury University

- 1. Summary of institutional plan to improve cultural diversity. Each institution should provide a summary of their institutional plan to improve cultural diversity as required by Education §11-406. Include all major goals, areas of emphasis, and strategy for implementation. Also provide an explanation of how the plan and progress is being evaluated. Please indicate where progress has been achieved, and areas where continued improvement is needed.**

Since her arrival to campus in 2000, SU President Janet Dudley-Eshbach has made increasing cultural diversity of students, faculty, and staff a major priority of her administration, and the results are clear: SU is a much more culturally diverse campus in 2013 than it was in 2000. Our mission statement, adopted in 2005, states that “our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.” We view cultural diversity as a core value that permeates every facet of campus life and we are committed to fostering an inclusive environment where diversity is not only accepted, but celebrated.

Major Goals:

Salisbury University’s 2009-2013 Strategic Plan demonstrates the University’s commitment to, and plan for, programs of cultural diversity on the campus. The Strategic Plan goals recognize several areas where Salisbury University is committed to moving forward and cultural diversity is interwoven into all four goals. As we begin to work on the next university strategic plan, attention to cultural diversity will once again be at the forefront of our efforts.

Goal 1. Provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge-based economy.

Goal 2. Continue to attract and retain quality students.

Goal 3. Promote and develop a student culture that places the highest priority on academic engagement and personal growth by leveraging the SU “small school feel” and strong student/faculty/staff interactions.

Goal 4. Continue to build the resources—human, financial, physical, and external—that support student academic and engagement needs.

More specifically, SU’s Cultural Diversity Plan outlines several major goals with regard to improving cultural diversity on our campus:

- Develop and implement diversity awareness, and educational and professional development training opportunities for both faculty and staff.
- Increase International Education, including opportunities for SU students to study abroad and an increase in international students at SU.
- Practice hiring procedures to increase diversity of faculty and staff.
- Recruit and retain a diverse student body.
- Develop STEM Initiatives to increase diversity.
- Close the achievement gap.
- Increase student, faculty, and staff awareness and understanding of cultural diversity.

As the following report will demonstrate, Salisbury University has made significant progress in achieving each of the above goals.

Areas of emphasis:

One of the primary goals in the USM and at SU is to close the achievement gap between minority and majority student populations; our most recent Closing the Achievement Gap report highlights the significant success we have had in doing so. The six-year graduation rate gap for low-income students has closed 10 percentage points, from a 15 percentage point gap to a 5 percentage point gap. The graduation rate gap for African American students has decreased from a 12 percentage point difference to a mere one percentage point gap. The numbers on retention are also significant: in 2002 the two-year (freshman to sophomore) retention rate for African American students was 71% and in 2012 the rate increased to 77%; the overall retention rate for SU students went from 80% to 84%. While these numbers are an important indicator of success, they do not tell the entire story of SU's efforts to promote cultural diversity on our campus.

Implementation:

SU has developed many programs designed to increase the recruitment and retention of a diverse faculty, staff, and student body. Among the most important programs for students are Powerful Connections, the TRiO program, Supplemental Instruction, Living Learning Communities, the Cultural Laureate Program, and curricular initiatives designed to increase student knowledge and appreciation of diverse cultures. Additionally, SU offers a substantial Cultural Affairs program providing extracurricular opportunities to develop an appreciation for diversity. Students, faculty, staff, and community members are all encouraged to attend and participate in events throughout the year. Although the hiring freeze of recent years has made it difficult to make significant progress in increasing the diversity of our faculty and staff, SU has put in place practices that have had an impact on this area. Detailed information about the implementation, successes, challenges, and assessment of these can be found below.

Evaluation:

The Office of University Analysis, Reporting, and Assessment (UARA) provides an annual statistical profile of our students, faculty, and staff to help SU evaluate our current University profile. These results are shared with stakeholders at the University, including representatives from Academic Affairs, Student Affairs, and Finance and Administration. In addition, information is reported through the

various shared governance bodies at SU so that the larger community can participate in discussions about cultural diversity on campus.

As a quick look at the numbers highlighted throughout this report will suggest, SU is proud of the improvements we have made in increasing our diversity across campus in every category. Still, there are some remaining challenges; in particular, our Hispanic/Latino student population has not experienced the same success as our African American students in closing the achievement gap, particularly in the six-year graduation rate. We will be turning our full attention to this growing population to help understand what the particular needs might be to help ensure their future academic success.

- 2. Each institution should describe efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. This section of your report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Focus on both campus-wide and program specific initiatives.**

Increasing Student Diversity:

SU's total student body is 8,657, an increase of 51 over fall 2011. Our undergraduate enrollment is increasingly diverse; in 2008, some 80.7% of students self-reported as being White and in fall 2012, that number was 75.7%. The most significant gains came in the Hispanic student population, which increased from 191 students (representing 2.6% of the total undergraduate population) in fall 2008 to 361 (or 4.5%) in fall 2012. Although the overall number of graduate students at SU is relatively low, there has been a significant increase in diverse students of 61.5% over the same period (from 65 students from diverse backgrounds in fall 2008 to 101 in fall 2012 out of a total graduate student population of 688).

The Office of Admissions has developed a Diversity Recruitment Plan targeting African American, Hispanic, and Asian students. The plan calls for the Admissions staff to:

- Deepen relationships with Counselors, Teachers, and Access program coordinators within schools that serve students from diverse backgrounds.
- Increase the number of minority applicants by 5%.
- Increase the percentage of diverse students in the incoming class by 5%.

To meet these targets, SU has developed multiple strategies to reach potential applicants, including beginning a pilot program to conduct on-site admissions program at feeder high schools with large diverse populations; attending diversity recruitment college fairs sponsored by college access organizations such as College Bound, National Hispanic College Fair, and College Summit; and organizing five bus trips to SU for diverse students and their guidance counselors in the last year.

An increased effort to recruit students of diverse backgrounds is only part of the success story at SU; we also continue to work hard to retain diverse students after they have arrived. One of our most successful initiatives is the Powerful Connections Program, which assists under-represented, first-year students with a successful transition to college-level work and facilitates their sense of connectedness to the University community. Our TRiO grant, in its second year of implementation, offers assistance for first-

generation, low-income, and differently-abled students at SU. The University has recently begun administering the Accuplacer Math Assessment exam for all entering first-year students so that we may accurately place students into courses for which they are prepared, a key factor in retention in STEM courses. Other retention initiatives, such as Supplemental Instruction (SI) and Living-Learning Communities (LLCs), also demonstrate SU's commitment to student-centeredness and the success of our students. These efforts have clearly paid off, as SU's retention rate for all first-time, full-time students increased from 81.0% for the 2009 cohort to 82.5% for the 2010 cohort. For African-American students, the retention increase was even greater, from 81.1% to 84.4%.

The following initiatives are key to SU's increased recruitment/retention of diverse students:

Powerful Connections, a program that matches upper class students with first-time freshmen from diverse backgrounds to assist in the transition to college, continues to be very successful with retention and academic success of first-year students.

- Fall 2012 cohort consisted of 42 mentors with a cohort grade point average of 2.98 and 66 mentees (first-year students) with a cohort grade point average of 2.72.
- All mentors and mentees participated in a required "diversity" training program which explored the topics of multicultural competence and attending a diverse university.
- Participants within the Powerful Connections Program were matched to their respective academic areas during the first week of the program. This gives them a positive connection to their respective major, in addition to meeting staff with whom they will work over the course of their studies.

TRiO, a grant-funded program that offers assistance for first-generation, low-income, and differently-abled students at SU. Roughly 70% of the participants in this program are students from underrepresented groups.

TRiO staff are responsible for:

- Recruiting peer and professional mentors with diverse backgrounds to provide academic development and professional leadership.
- Identifying and selecting program participants from culturally diverse backgrounds.
- Promoting and supporting student participation in internships and summer initiatives that target culturally diverse students i.e. The Washington Semester American Indian Program.
- Offering workshops on cultural pride and inviting speakers to talk with our students about infusing their beliefs and traditions into their current environment (i.e. school or work).

Supplemental Instruction (SI) is a peer tutoring program designed to organize and improve students' outside-of-class course preparation. SI is offered for traditionally challenging courses, particularly those in STEM fields. An SI leader, a student who has demonstrated proficiency in a targeted course and undergoes SI training, is assigned to each course. SI leaders attend the class and conduct study sessions for students three times a week. Students who attended five or more SI sessions had significantly higher first-year grades than students who attended less than five SI sessions (3.18 vs. 2.93). SI students who attended five or more sessions had higher second-year retention rates than those who attended less than five sessions (89% vs. 85%). SU has expanded the number of SI sections from 16 at its inception to over 60 today.

Living Learning Communities (LLCs) are academic communities targeting first-year students at SU. Students in an LLC live together in on-campus housing, take two courses together in the fall semester and one course in the spring, and participate in co-curricular activities led by the faculty who teach the courses. Our data shows that students in LLCs have a higher GPA and higher retention rate than other first-year students. Approximately 210 freshmen, 17% of the first-time student cohort, participated in an LLC during academic year 2011-12. With the expansion of LLCs this year, SU was able to accommodate 38% more freshmen in these experiences, including one LLC designed for first generation college students. In addition, 16% of first-time minority students participated in one of the identified LLCs during 2011-12. Based on the success of this initiative we have increased the number of LLCs for the fall 2013 semester.

Increasing Diversity of Faculty:

While the hiring freeze of the last few years has made it difficult for SU to make major inroads in increasing faculty diversity, we have been able to make some progress in this area. All faculty search committees receive AA/EEO training from our Human Resources staff, and all positions are advertised in professional journals likely to reach a diverse audience, such as *Hispanic Outlook* and *Diverse Issues in Higher Education*. The chief diversity officer for the University reviews every faculty recruitment plan to ensure that the search committee membership reflects the diversity of our campus. While the overall increase in the number of tenured and tenure track faculty was modest since 2008 (304 to 313), the number of African American faculty in tenured or tenure track positions has increased from 17 in 2008 to 22 in 2012 and we have had a steady increase in the number of Asian and Hispanic faculty as well.

Increasing Diversity of Staff:

During AY 2012-13, federal reporting changes mandated that faculty and staff occupation codes be revised to conform with new regulations. As a result, staff occupations that once fell into the administrative staff classification have been expanded. Thus, data reported by occupation code before and after AY 2012-13 are no longer comparable. As a result, staff data reported in the corresponding table and described in the narrative refers to all relevant staff categories (as defined in MHEC's definitions), but it is not disaggregated by occupation code. While we are not able to disaggregate the data the overall trend is clear.

The effort to increase the diversity of our staff has been hampered by the same hiring freeze that has affected the hiring of faculty; nonetheless, SU has worked hard to ensure that its staff reflects the diversity of the overall community. While the number of staff positions increased 3.5% from 2008-2012, SU had an increase in 11% in minority staff members. The largest increase came in staff members who identified as Hispanic/Latino, which grew from 9 in 2008 to 27 in 2012. Overall roughly 40% of SU's staff comes from diverse populations.

- 3. Each institution should describe efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of your report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.**

As the diversity of our students, faculty, and staff has increased, Salisbury University has recognized the need to ensure that the campus environment is welcoming for people from many different cultural

backgrounds. Through training, academic preparation, and co-curricular events, SU fosters a climate of inclusion for all members of our community.

Faculty and Staff Cultural Training Programs:

SU faculty and staff receive frequent training regarding issues related to cultural diversity. Salisbury's Fair Practices Officer offers workshops on best practices for creating a successful work environment with employees from diverse backgrounds. The Horizons program is an initiative designed to promote awareness of gay, lesbian, bisexual, and transgender issues on campus, providing training for faculty, students, and staff. As our student population has become increasingly diverse, we have worked to ensure that faculty and staff are prepared to work with a changing population. In recent years, many faculty development workshops have focused on diversity in the classroom, including topics ranging from fostering a welcoming classroom environment to varying communication styles of diverse populations.

Curricular Initiatives that Promote Cultural Diversity in the Classroom:

At SU, we are committed to preparing our students to thrive in a world where working with diverse populations is critical to success. Salisbury University's students have multiple opportunities to learn about diverse cultures in their academic programs. Our General Education curriculum includes courses that focus on diversity, including topics in history, art, literature, music, geography, and many other subject areas. The Fulton School of Liberal Arts is engaged in ongoing efforts toward establishing area studies programs, with West African studies being the latest to move forward, joining recently added minors in East Asian, European, Latin American, and South Asian area studies. Many of these academic programs require an international experience as part of the curriculum.

Additionally, an appreciation for cultural diversity is a critical aspect of the academic preparation of students in our pre-professional programs, whose graduates will be expected to interact with people from many different cultures. As just one example, our Nursing program infuses diversity throughout their entire curriculum. Nearly every theory and clinical course in the Nursing BS degree program contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. Nursing graduate programs also include focus on cultural diversity as it affects health-care delivery and education. International study for Nursing students includes a program in Tanzania where SU students focus on HIV prevention/education and students stay with families and provide community health outreach. Study in Ecuador focuses on alternative health practices and healers and includes home-stay experiences that provide immersion in Spanish-speaking households. Similar academic programming is central to the curricula in education, business, and health-related careers.

Co-curricular programming for students:

While the academic mission is clearly at the center of Salisbury University's activities, we recognize that significant learning takes place outside the classroom. SU helps foster a spirit of inclusion and celebration of diverse cultures through a rich and varied co-curricular program. Annual events on the Salisbury University campus provide opportunities for exposure to a wide variety of multicultural celebrations that range from month-long historical knowledge events, to the fine arts and folk arts, to

progressive speakers that help to develop cultural awareness and support critical thinking and exploration of cultural diversity. SU's cultural diversity events are planned and presented through collaborative partnerships that include offices and committees from every division on campus. The Cultural Affairs Office brings national and international artists to campus with no admission charge to students. Many of these events are incorporated in to students' academic programs, with faculty connecting class assignments to relevant cultural events throughout the semester.

The Cultural Laureate program is an initiative designed to increase student attendance at the co-curricular cultural events. SU students who attend at least five different cultural events per semester receive a certificate and an honor cord at graduation, identifying them as cultural laureates. Many of the cultural laureates end up attending far more than the minimum requirements, suggesting that an initial exposure to the variety of cultural programming available on a college campus can help students develop an appreciation for artistic diversity.

The Office of Multicultural Student Services sponsors a number of events and student organizations focused on diverse student groups:

- The Multicultural Alliance of Students continues to expand with programs and activities of a diverse nature throughout the school year. These organizations are affinity groups which attract a diverse student base.
- The annual Multicultural Festival is a culminating event which focuses on exploring the diversity of the campus environment and what it offers the larger community.
- Within the 2012 school year, four Historically Black Greek Organizations have been organized on campus. These organizations are: Alpha Phi Alpha Fraternity, Phi Beta Sigma Fraternity, Omega Psi Phi Fraternity and Kappa Alpha Psi Fraternity. The Alpha Kappa Alpha Sorority is currently working to be established on campus. These organizations give the University a stronger social base from which to recruit and retain students from diverse backgrounds which adds to the diversity of the student body.

Community outreach activities:

Salisbury University students, faculty, and staff routinely work with people from diverse cultures in the local community as part of our educational mission, but also as a way to demonstrate one of our core values, that being engaged citizens means making a connection between what students learn and how they live. With that value in mind, SU is engaged with the local Eastern Shore community in numerous activities that help develop a spirit of appreciation for diverse cultures. Among these activities involving faculty, staff, and students are:

- The Franklin P. Perdue School of Business' Business, Economic, and Community Outreach Network (BEACON) hosts the Bienvenidos a Delmarva Network and has supported the following initiatives: Working with SU student volunteers from the Organization of Latin American Students (OLAS) and local public schools to support tutoring programs aimed at English-Language learners and programs that increase Latino/a parent involvement.
- Working with the Maryland Migrant Education Program to improve its outreach to children of migrants in the region.

- Establishing collaboration with Farmworker Justice’s “Poder Sano,” focusing on improving Latino/a rural health particularly around issues of HIV and TB.
- HALO provides programs and services for homeless families including shelter care; Nursing BS students participate in health screenings, and health education.
- Breast Health Knowledge of African American and Latina Women. Nursing faculty and students are involved in data collection via surveys and focus groups to help identify at-risk women and provide supportive education.

4. If needed, each institution should also describe other initiatives that are central to their cultural diversity plan that are not captured in Sections 2 and 3.

One important strategy to help students learn to appreciate diverse cultures is to have international students in the residence halls and classrooms alongside students from the United States. President Dudley-Eshbach’s emphasis on the importance of international education has helped bring an increasingly international profile to our student body. The fall 2012 student population includes students from 69 foreign countries (up from 57 a year ago). Of these students, 101 are nonresident aliens (a significant increase from 61 a year ago). Salisbury University’s international initiatives represent a strategic complement to the University’s comprehensive diversity efforts by attracting a more diverse student body and faculty to main campus in Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum.

In addition, SU has increased the opportunities for our students to study abroad. Working with the Office of International Education, a record number of SU students studied abroad for full semesters or a full academic year during Academic Year 2011-12. In addition, a record number of SU students studied abroad during January semester 2012. SU faculty led an unprecedented number of study abroad programs during the January semester, including programs in Italy, Vietnam China, and India.

International Students:

- Total enrollment of non-immigrant international students (as defined by Department of Education) increased by 27% from spring 2012 to fall 2012 from 110 to 140.
- Total enrollment of non-immigrant international students (as defined by Department of Education) climbed to approximately 1.5% of total enrollment, a new record.
- 30% increase in enrollment in pilot English Language Institute (ELI) from 38 students in fall 2011 to 48 students in fall 2012.
- 11 degree-seeking undergraduates and 5 graduate students have graduated from ELI and entered academic programs by the end of 2012.
- ELI designed first of expected series of “Pathways” programs for conditional admission into graduate programs for international students lacking proof of English language competency and prerequisites.
- 60 freshmen students began study at Anqing Normal University in China in fall 2012 expecting to complete their senior year as transfer students to SU earning a BA in interdisciplinary studies in the area of American Studies in an integrated 3+1 dual degree curriculum.

- SU signed on as host university for the Brazil Science Mobility program, a one-year visiting student program funded by the Brazilian government for students in the STEM fields. We expect the first visiting students in the fall 2013.
- SU launched a new structured recruiting program in South Korea funded by the ELI.
- SU signed a new MOU with Kanda Institute of Foreign Languages, Tokyo, Japan. Kanda is a two-year college. The MOU articulates a 2+2 degree program facilitating enrollments into SU. Kanda has maintained a similar relationship with the California State System for nearly two decades. SU will be their only East Coast American partner. First enrollments from the new Japanese initiative are expected in Spring 2014.
- SU ELI funded the pilot of a new English Language Learning Program (ELLP) designed to offer part-time night and weekend continuing education English classes at low or no cost to the local immigrant community in our region. The initiative seeks to expand SU's access to local immigrant communities and their extended families and communities around the world.

International Faculty:

- SU welcomed a continuing flow of J-1 Visiting Scholars to teach on the faculty.
- Dr. and Mrs. Praveen Septarshi, India team taught a summer course in Philosophy and collaborated with colleagues in that department.
- Dr. Yuan He, China is collaborating with faculty in Education on early childhood education and kindergarten curriculum.
- Additional J-1 Visiting Scholars from China and South Korea are currently in the planning stages for Academic Year 2013-14.
- SU ELI funded nearly \$10,000 towards travel costs for SU faculty to travel as guest lecturers to university partners, primarily in China and Japan during 2012.

Study Abroad:

- Record number of SU students studied abroad during AY 2011-12 – 277 students.
- Projected study abroad enrollment numbers for AY 2012-13 will eclipse 300 students for the first time in SU history.
- SU sponsored its first winning Student Fulbright Fellow, Mr. Charles Overholt, Graduate program in History, who is spending the 2012-13 AY studying Hessian soldiers at the Phillips University of Marburg, Germany.
- SU signed an MOU with Tallinn University of Technology offering the first year-long study abroad program focused on Cyber Security for students of Mathematics, Computer Science, and Information Systems in the United States. First enrollments are expected for fall 2013.
- Salisbury Abroad portfolio expanded offerings for semester study abroad by adding two programs for a total portfolio currently of seven programs:
 - Salisbury Abroad: Cyber Security in Estonia – Eastern Europe (Begins fall 2013)
 - Salisbury Abroad: Scotland – Western Europe (2012)
 - Salisbury Abroad: Spain – Southern Europe (2011)
 - Salisbury Abroad: Italy – Southern Europe (2011)
 - Salisbury Abroad: China – East Asia (2010)

- Salisbury Abroad: Estonia – Eastern Europe (2010)
- Salisbury Abroad: Ecuador – Latin America (2009)
- Additional Salisbury Abroad sites currently under development
 - Salisbury Abroad: Ghana – Africa (Fall 2013)
 - Salisbury Abroad: London – Western Europe (Fall 2013)
 - Salisbury Abroad: South Korea – East Asia (Fall 2013)
 - Salisbury Abroad: France – Western Europe (Fall 2013)
 - Salisbury Abroad: Germany – Western Europe (Under development)
 - Salisbury Abroad: India – South Asia (Under development)
 - Salisbury Abroad: Canada – North America (Under development)

Summary:

Salisbury University continues its commitment to student excellence and success in a rapidly changing world. Central to this commitment is a belief that creating a diverse campus community and recruiting and retaining culturally diverse students, faculty, and staff is critical to our mission. Recognizing the responsibility and opportunity to meet the changing ethnic and racial demographics of Maryland’s population, the University has made great strides toward the goal of increasing its minority student population while simultaneously reducing the achievement gap among our students. The academic support programs we have introduced will help the University welcome and accommodate the projected increasing number of Hispanic/Latino Maryland high school students while enhancing the learning and success of all students. Finally, programs needed to attract more international students and faculty to campus while offering SU students additional opportunities for international study have been put in place and are already achieving significant results.

Salisbury University Cultural Diversity Report

Part B: 2013 Data

TABLE 1.1: Comparison Table for Tenure/Tenure Track Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	17	5.6%	11	6	18	5.9%	11	7	15	5.0%	9	6	20	6.6%	14	6	22	7.0%	15	7
American Indian or Alaska Native	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	0	0.0%	0	0	0	0.0%	0	0
Asian	14	4.6%	10	4	17	5.6%	11	6	14	4.7%	9	5	18	6.0%	10	8	19	6.1%	10	9
Hispanic/Latino	3	1.0%	2	1	5	1.6%	3	2	4	1.3%	3	1	4	1.3%	3	1	5	1.6%	3	2
White	256	84.2%	150	106	254	83.3%	150	104	250	83.1%	146	104	251	83.1%	148	103	260	83.1%	149	111
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Nonresident Alien	12	3.9%	4	8	8	2.6%	2	6	7	2.3%	0	7	7	2.3%	2	5	5	1.6%	2	3
Did not self identify	1	0.3%	1	0	2	0.7%	2	0	10	3.3%	8	2	2	0.7%	1	1	2	0.6%	1	1
Total	304	100.0%	178	126	305	100.0%	179	126	301	100.0%	175	126	302	100.0%	178	124	313	100.0%	180	133

Source: EDS file.

Note 1. Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.

Note 2. Faculty numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)

	Head count Change	% Change
Change in Tenure/ Tenure Track Faculty between 08-09 and 12-13	9	3.0%
Minority Faculty	11	31.4%

Salisbury University Cultural Diversity Report

Part B: 2013 Data

TABLE 1.2: Comparison Table for Non-tenure Track/Other Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	11	3.1%	6	5	7	2.6%	5	2	9	2.9%	6	3	11	3.4%	6	5	12	3.3%	5	7
American Indian or Alaska Native	1	0.3%	0	1	1	0.4%	0	1	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0	1
Asian	4	1.1%	0	4	3	1.1%	0	3	5	1.6%	1	4	9	2.8%	2	7	9	2.5%	1	8
Hispanic/Latino	6	1.7%	1	5	3	1.1%	1	2	3	1.0%	2	1	4	1.2%	1	3	7	1.9%	1	6
White	276	78.6%	91	185	247	92.9%	91	156	283	92.5%	99	184	289	89.5%	92	197	325	89.3%	93	232
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	2	0.6%	1	1	3	0.8%	1	2
Nonresident Alien	2	0.6%	1	1	1	0.4%	1	0	1	0.3%	1	0	1	0.3%	1	0	0	0.0%	0	0
Did not self identify	51	14.5%	24	27	4	1.5%	1	3	5	1.6%	2	3	6	1.9%	2	4	7	1.9%	3	4
Total	351	100.0%	123	228	266	100.0%	99	167	306	100.0%	111	195	323	100.0%	105	218	364	100.0%	104	260

Source: EDS file.

Note 1. Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.

Note 2. Based on revisions to the EDS submission layout, faculty numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)

	Head count Change	% Change
Change in Non-tenure//Other Faculty between 08-09 and 12-13	13	3.7%
Minority Faculty	10	45.5%

**Salisbury University Cultural Diversity Report
Part B: 2013 Data**

TABLE 2: Comparison Table for Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	340	34.9%	106	234	324	34.4%	103	221	314	33.7%	104	210	339	35.2%	115	224	350	34.8%	122	228
American Indian or Alaska Native	1	0.1%	0	1	1	0.1%	0	1	2	0.2%	1	1	3	0.3%	1	2	1	0.1%	1	0
Asian	11	1.1%	5	6	9	1.0%	4	5	10	1.1%	5	5	8	0.8%	4	4	12	1.2%	7	5
Hispanic/Latino	9	0.9%	3	6	16	1.7%	8	8	15	1.6%	6	9	20	2.1%	7	13	27	2.7%	10	17
White	598	61.5%	242	356	580	61.5%	234	346	579	62.1%	234	345	575	59.7%	238	337	595	59.1%	239	356
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	0.2%	1	1	3	0.3%	1	2	2	0.2%	1	1
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	0.4%	1	3	7	0.7%	2	5	9	0.9%	4	5
Nonresident Alien	2	0.2%	0	2	2	0.2%	0	2	2	0.2%	2	0	1	0.1%	1	0	1	0.1%	1	0
Did not self identify	12	1.2%	6	6	11	1.2%	4	7	4	0.4%	0	4	7	0.7%	1	6	10	1.0%	2	8
Total	973	100.0%	362	611	943	100.0%	353	590	932	100.0%	354	578	963	100.0%	370	593	1007	100.0%	387	620

Source: EDS file.

Note 1. Staff numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Unknown, Executive/Admin, Professional, Clerical, Technical, Skilled Crafts, or Service/Maintenance.

Note 2. Staff numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Service, Legal, Arts, & Media (14); Archivists, Curators, & Museum Technicians (21); Library Technicians (23); Healthcare Practitioners & Technical (25); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Military Staff (31)

Note 3. During AY 2012-13, federal reporting changes mandated that faculty and staff occupation codes be revised to conform with new regulations. As a result, staff occupations that once fell into the administrative staff classification have been expanded. Thus, data reported by occupation code before and after AY 2012-13 are no longer comparable. As a result, staff data reported in the corresponding table and described in the narrative refers to all relevant staff categories (as defined in MHEC's definitions), but it is not disaggregated by occupation code.

	Head count Change	% Change
Change in Staff between 08-09 and 12-13	34	3.5%
Minority Faculty	40	11.1%

**Salisbury University Cultural Diversity Report
Part B: 2013 Data**

TABLE 3.1: Comparison Table for Undergraduate Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	841	11.6%	395	446	890	11.8%	412	478	870	11.3%	362	508	842	10.7%	353	489	880	11.0%	370	510
American Indian or Alaska Native	36	0.5%	18	18	51	0.7%	25	26	32	0.4%	12	20	26	0.3%	12	14	19	0.2%	7	12
Asian	198	2.7%	102	96	199	2.6%	95	104	176	2.3%	75	101	193	2.4%	79	114	199	2.5%	80	119
Hispanic/Latino	191	2.6%	89	102	206	2.7%	100	106	284	3.7%	129	155	331	4.2%	145	186	361	4.5%	174	187
White	5877	80.7%	2604	3273	6112	80.9%	2700	3412	6122	79.4%	2674	3448	6143	77.8%	2661	3482	6030	75.7%	2617	3413
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	6	0.1%	4	2	6	0.1%	4	2	5	0.1%	4	1
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	129	1.7%	61	68	177	2.2%	78	99	219	2.7%	97	122
Nonresident Alien	47	0.6%	14	33	41	0.5%	18	23	45	0.6%	19	26	86	1.1%	41	45	78	1.0%	34	44
Did not self identify	91	1.2%	44	47	58	0.8%	29	29	42	0.5%	30	12	88	1.1%	45	43	178	2.2%	71	107
Total	7281	100.0%	3266	4015	7557	100.0%	3379	4178	7706	100.0%	3366	4340	7892	100.0%	3418	4474	7969	100.0%	3454	4515

Source: Factbook p. D-3.0

	Head count Increase	% Increase
Change in Undergraduate Students between 08-09 and 12-13	688	9.4%
Undergraduate Minority Students	417	32.9%

**Salisbury University Cultural Diversity Report
Part B: 2013 Data**

TABLE 3.2: Comparison Table for Graduate Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	49	8.3%	14	35	52	8.0%	13	39	59	8.5%	14	45	88	12.3%	23	65	76	11.0%	21	55
American Indian or Alaska Native	3	0.5%	1	2	3	0.5%	1	2	2	0.3%	1	1	2	0.3%	1	1	1	0.1%	0	1
Asian	6	1.0%	2	4	7	1.1%	1	6	6	0.9%	1	5	9	1.3%	4	5	10	1.5%	4	6
Hispanic/Latino	7	1.2%	4	3	10	1.5%	6	4	12	1.7%	4	8	17	2.4%	5	12	14	2.0%	1	13
White	496	84.5%	139	357	545	84.2%	150	395	579	83.8%	180	399	568	79.6%	181	387	564	82.0%	169	395
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	8	1.2%	1	7	8	1.1%	2	6	4	0.6%	2	2
Nonresident Alien	17	2.9%	7	10	20	3.1%	10	10	16	2.3%	11	5	15	2.1%	5	10	8	1.2%	2	6
Did not self identify	9	1.5%	3	6	10	1.5%	3	7	9	1.3%	2	7	7	1.0%	3	4	11	1.6%	4	7
Total	587	100.0%	170	417	647	100.0%	184	463	691	100.0%	214	477	714	100.0%	224	490	688	100.0%	203	485

Source: Factbook p. G-2.0

	Head count Increase	% Increase
Change in Graduate Students between 08-09 and 12-13	101	17.2%
Graduate Minority Students	40	61.5%

**Towson University
Progress Report on
Institutional Programs of Cultural Diversity
February 2013**

I. Institutional Plan to Improve Cultural Diversity

Towson University's institutional plan to improve cultural diversity contains the following goals: (1) stimulating and maintaining ongoing dialogue about, and goal setting for, diversity in all divisions of the university; (2) developing and promoting a respectful campus climate and providing services that appreciate and celebrate differences; (3) developing programs and initiatives that promote diversity and inclusion in all students/student groups; (4) providing professional development activities that assist staff and faculty members to understand their own and other cultures; (5) enrolling, retaining and graduating culturally diverse students to support the university's mission; and, (6) recruiting, hiring and retaining culturally diverse employees across all levels and areas of the university.

Charged with facilitating the establishment and maintenance of an inclusive campus environment, **TU's Diversity Coordinating Council** consists of high-level administrators (the President, the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance, the Assistant to the President for Diversity, the Assistant Vice President of Student Affairs for Diversity and the Deputy Chief of Staff) and serves as a visible expression of the priority given to the issues of diversity on Towson's campus.

TU's Diversity Action Committee (DAC) is composed of a cross section of members of the academic and administrative divisions of the university and representatives of the student body. The committee exists to make recommendations for the success of campus-wide diversity initiatives to TU's Diversity Coordinating Council. The committee's six work groups are actively engaged in the following activities:

Campus Climate Work Group: Supporting the establishment and maintenance of a campus environment that is welcoming and inclusive. In 2012, the work group reviewed and revised a campus climate survey document that will be disseminated to all members of TU's faculty & staff in spring 2013.

Education and Scholarship Work Group: Fostering diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. In 2012, the work group oversaw TU's annual *Multicultural Conference* in support of faculty development, as well as the annual *Tools for Inclusion* series of diversity programs and workshops hosted by TU's academic colleges.

Hate/Bias Response Team: see information provided in **Progress on Meeting Goals** section on next page of report.

Reflective Process Work Group: Supporting the continued advancement of TU's *Reflective Process for Diversity* and the sustainability of the university's cultural transformation to an institutionalized model for diversity and TU's annual *President's Diversity Awards Program*.

Representation Work Group: Supporting the university's ability to seek and maintain fully representative populations within the student, faculty and staff bodies by recommending methods to recruit and retain students and faculty and staff members from historically underrepresented groups.

Student Work Group: Supporting TU's ability to fully value and appreciate the diverse perspectives of all students, and supporting student development to foster student success. In 2012, continued to support initiatives to bring *Speak Up!* workshops to TU's student population.

Additionally, the **President's Task Force on Bias, Discrimination and Bullying** was established in 2012 to inform and address immediate concerns directly with the president, review data and identify facts related to formal and informal complaints, to share and coordinate information and action with TU's Diversity Coordinating Council and Diversity Action Committee and to incorporate the work of Towson University's Diversity Action Plan: Phase II, including campus-wide education on discrimination and privilege, and to coordinate with the **Student Task Force against Bias, Discrimination and Bullying**.

Progress on Meeting Goals:

Towson University's *Reflective Process for Diversity* (led by Office of Diversity & Equal Opportunity) is a university-wide institutional transformation initiative for diversity with the goal of fostering a shift in campus climate toward inclusive excellence that has full university support. TU remains in Phase II of the ***Reflective Process for Diversity*** implementation plan. Phase II involves the identification of diversity goals by university departments. While all of the departments within TU's administrative divisions have identified diversity goals and in many cases are on their third annual cycle of assessment and evaluation, the university continues to work with academic colleges and departments to develop plans that will facilitate their ability to identify practical and sustainable diversity goals for their respective units.

TU's Diversity Coordinating Council, with responsibility for monitoring the status of TU's inclusive campus climate, experienced membership turnover of several vice presidents during the 2012 academic year. Early in the spring 2013 semester, all vacant vice president positions have been filled. The members of the Council will begin the work of identifying goals and objectives of **TU's Diversity Action Plan: Phase II**. These goals will align with TU's Strategic Plan goals and will support the advancement of diversity and inclusion at TU. This initiative includes the identification and adoption of a set of standards for monitoring plan outcomes.

Towson University remains committed to achieving excellence by advancing diversity. President Loeschke has charged the Assistant to the President for Diversity with the following responsibilities that support the university's ability to monitor diversity progress: compiling data and information to be brought to the DCC for action in support of the group's mission to establish and maintain an inclusive campus environment; scheduling of four annual DCC meetings; preparing meeting agendas and assisting and advising TU's Provost in leading the DCC's meetings; discussions and identification of action items, and coordinating and monitoring of the advancement of suggested action items; providing leadership to TU's DAC; overseeing discussions of agenda items; guiding membership in reviewing data and facilitating the development of recommendations for improvements; scheduling of six annual DAC meetings, preparation of meeting agendas, compiling necessary materials for review and assessing the outcomes of the committee's work to ensure that the committee remains on mission to continuously promote awareness and acceptance of diversity at TU; and, securing annual diversity goals and assessments from administrative divisions and departments and providing support to enable TU's academic college to develop college-wide and department specific diversity goals.

Equal Opportunity and Access - Athletics: Minority and Gender Equity: The Assistant to the President for Diversity serves as the university's Title IX Officer, as well as a member of the Gender and Minority Equity Committee that is a subcommittee of the university's Intercollegiate Athletic Committee (IAC). The Gender and Minority Equity committee addresses the results of Towson University's NCAA Certification process. Specific areas that the committee addresses are: employment, social capital, advising and leadership, exit interviews/minority issue surveys, student leaders, peer institutions, Athletic department culture, and assessment.

Status Report on Campus-Based Hate Crimes and Bias Incidents: Towson University believes that the essential nature of the university requires an atmosphere of acceptance, understanding and appreciation of diverse groups, ideas, and opinions. In support of this commitment, the university has identified a Hate/Bias Response Team, adopted a standard set of procedures for responding to hate/bias incidents or crimes, and provides an online reporting form for the purpose of reporting hate crimes and bias incidents. Additional information is available at: http://www.towson.edu/odeo/hate_bias/. TU has experienced continual decreases in the number of bias incidents from twenty-three in calendar year 2010 to eighteen in calendar year 2011 to three in calendar year 2013 (Appendix 1) has been reported. Initiatives are continuously being developed and implemented in support of the reduction of campus bias incidents.

II. Increasing the Numerical Representation of Traditionally Underrepresented Groups

Students (recruitment, retention and graduation): TU is committed to continuing access and student success of individuals from diverse backgrounds that have historically been underrepresented at colleges and universities, particularly racial and ethnic minorities, low-income students, and first-generation students, by continuing its upward trend of enrollment, retention, and graduation progression toward earning a college degree for these populations.

TU continues to grow the number of undergraduates from underrepresented groups. Students from racial or ethnic backgrounds that have historically been underrepresented now account for almost a quarter of the total undergraduate body at TU (in fact, in fall 2013 minority students comprised 26% (644) of the new first-time, full-time freshmen class, an almost 7% increase since fall 2009 (457). Similarly the percentage, and number, of TU's entire undergraduate student body that are African-American, first generation, or low income continues to grow.

Increasing the numbers of undergraduate students from these groups is one significant achievement; however more important is how well these students are retained, progress, and graduate from TU. TU continues to perform extremely well in these capacities, achieving and maintaining a second-year retention rate of over well 85% for African-American undergraduates, which ranks as the second highest retention rate of African-American undergraduates in the USM and well above the national average (of approximately 70%). Retention rates for all racial and ethnic minority undergraduates have varied a bit over the past several years (ranging from approximately 85 to 90%) but have still met or exceeded the institutional target of 85% and remain one of the highest retention rates of ethnic minority undergraduates in the USM.

One anomaly, however, is that TU's six-year graduation rates for African-American undergraduate students declined from 75% in 2010 down to approximately 55% in 2011 and rebounded slowly to 60% in 2012. Similar patterns can be observed, to some extent, in the six-year graduation rates for low-income undergraduates, but not first-generation undergraduates. Six-year graduation rates for first-generation undergraduates have risen steadily from approximately 60% in 2009 to approximately 65% in 2012. The anomaly, the up, down, and back up 6-year graduation rates for African-American (and to some extent low income) undergraduates can be explained by an innovative program, the **Top Ten Percent Admissions Program**.

TU began its **Top Ten Percent Admissions Program** in fall 2005 with the goals of recruiting, retaining, and graduating students specifically from the immediate Baltimore metropolitan area. Beginning fall 2005, students graduating from high schools in Baltimore City and Baltimore County in the top ten percent of their high school class were guaranteed admission and a scholarship to attend TU. The majority of these students were low-income and/or African-American.

It quickly became apparent that although the general intent of the **Top Ten Percent Admissions Program** was admirable, a large number of the students entering TU in fall 2005 as part of this program were not well prepared for success in a college setting. As this first cohort moved to the second year we observed a significant decline in retention and realized that many students in the program with low SAT scores were not successful (see chart below). Consequently, in fall 2006 TU began to offer a segment of **Top Ten Percent Admissions Program** applicant's dual admission to Baltimore City Community College (BCCC) or the Community College of Baltimore County (CCBC) rather than direct admission into TU. These students were guaranteed admission to TU upon completion of their AA degree.

Cohort	Applicants	Enrolled	Average Annual Award	Average GPA	Average SAT (Mathematics + Critical Reading)	2 nd Fall Retention	2 nd Fall Retention Rate	3 rd Fall Retention	3 rd Fall Retention	4 th Fall Retention	4 th Fall Retention Rate	4 Year Graduates	4 Year Graduation Rate
Fall 2012	354	70	\$1,956	3.76	1062								
Fall 2011	352	107	\$1,882	3.63	1012	95	88.8%						
Fall 2010	346	102	\$1,862	3.67	1002	88	86.3%	85	83.3%				
Fall 2009	377	143	\$1,933	3.71	1005	119	83.2%	108	75.5%	98	68.5%		
Fall 2008	326	121	\$1,931	3.73	990	100	82.6%	89	73.6%	82	67.8%	48	39.7%
Fall 2007	402	165	\$1,894	3.71	963	129	78.2%	111	67.3%	105	63.6%	45	27.3%
Fall 2006	372	187	\$1,867	3.69	951	142	75.9%	122	65.2%	111	59.4%	43	23.0%
Fall 2005	315	189	\$3,752	3.58	931	143	75.7%	126	66.7%	115	60.8%	46	24.3%

This intervention was successful as evidenced by TU's high and increasing second-year retention rate for African-American students. Six-year graduation rates for African-American students from the fall 2007 cohort are not yet available. However, the four-year graduation rate of the fall 2007 cohort of African-American students was 35.5%, compared to the four-year graduation rate of the cohorts from 2005, 2006, and 2007 (25.7, 25.2% and 28.4%, respectively). We are confident that the six-year graduation rates for our African-American students will rebound similarly and will again approach the high 60%'s and low 70%'s as in previous cohorts of African-American students prior to the beginning of the original *Top Ten Percent Admissions Program*.

Another successful program is the Towson Opportunities in STEM (TOPS), created through an NSF-funded STEP grant. Begun in 2007, TOPS addresses the needs of students with an interest in STEM careers who come to Towson from underserved Baltimore Metropolitan area high schools. Each incoming student meets with the TOPS program coordinator weekly during their first year to discuss their experiences and challenges [academic, social, community, financial, etc.] to reveal potential sources of problems before they develop and impact student progress. The program coordinator also develops tutoring sessions for all introductory gateway courses; students are expected to participate in tutoring if they are enrolled in those courses until their academic progress in those courses indicates that they don't need them. Cohort enrollment in these gateway classes helps to facilitate tutoring since the tutor only needs to work with one member of the faculty.

The incoming class of TOPS students participates in an on-campus summer experience which introduces them to the campus, TOPS staff, several members of the TU STEM faculty, to each other, and most importantly makes them aware of performance expectations of the faculty. The faculty participating in the summer experience continue to interact with the incoming class in more relaxed settings after the semester has started, remaining 'known' faces as the students become familiar with their majors.

TOPS students are successfully retained as STEM majors, are often involved in research activities, and are making progress on the path to graduate as STEM majors. The first group of TOPS students was admitted in 2008 and a total of 95 students have come to TU and participated in this program; the first seven graduated spring 2012. TOPS currently provides students with academic, financial, community support and training in the critical life skills and soft skills many students from this population lack entering college. Our STEM retention rate is substantially higher than that of the Fisher College as a whole and also higher than a comparison cohort of students who share the demographics of our TOPS students but who did not participate in the program.

Table 1: Retention in STEM according to the numbers enrolled as STEM majors at the start of the semester indicated. The comparison group consists of STEM students at Towson from the same year class who were invited to join the TOPS program prior the year indicated based on their high school record and demographics but who declined to do so.

Admit Year	Students	Number admitted	3 rd semester [end of 1st year]	5 th semester [end of 2nd year]	7 th semester [end of 3 rd year]	Overall retention rate in STEM
2008	TOPS	15	14	13	11	73.3%
2008	FCSM ¹	334	268	169	133	39.8%
2008	Comparison ²	16	12	6	4	25%
2009	TOPS	20	20	16	n/a	80.0%
2009	FCSM ¹	343	288	196	n/a	57.1%
2009	Comparison ²	18	11	10		56%
2010	TOPS	20	19	17		85%
2010	FCSM ¹	349	289	**		**
2010	Comparison ²	20	15	7		35%
2011 ³	TOPS	21	20			95%
2011 ³	Comparison ²	22	13			59%

¹Fisher College of Science and Mathematics (FCSM) is the home of all STEM majors at Towson University.

²We have been tracking the progress of these students as they continue with their STEM majors.

³Numbers of remaining majors for these year's classes are not yet available for the college as a whole and therefore a comparable retention rate cannot be calculated.

Table 2: The socioeconomic profile of TOPS participants and their racial/ethnic/gender identity.

Cohort Year	Number in cohort	# with EFC under \$5,000*	% non-white students	% female	% From High Schools with ≥50% FRL**	% From High Schools ≥40% FRL**
2008	15	87%	73%	53%	15%	31%
2009	20	74%	63%	42%	50%	72%
2010	20	70%	75%	55%	29%	71%
2011	21	52%	86%	57%	33%	50%
2012	19	74%	79%	53%	26%	47%

*EFC, Expected Family Contribution, is the FAFSA derived indication of a student's family's ability to contribute to the cost of education based upon family income.

**FRL, Free or Reduce Lunch is a general indicator of the economic status of the student body a school serves.

TU's Community Enrichment and Enhancement Partnership Award (CEEP) is a grant/scholarship program designed to increase access and success of culturally diverse and traditionally underrepresented

undergraduate students. CEEP is aimed at retaining students through (a) exposure to academic success strategies and resources, (b) exposure to diverse cultural communities, (c) interaction with faculty and staff, and (d) exploration of graduate and career development options. CEEP award recipients must be U.S. citizens, full-time undergraduates, hold a minimum 2.50 GPA, live in a single parent household, and demonstrate financial need per FAFSA guidelines or meet at least three of the following criteria: first generation college student, from an environment or academic setting that may have hindered educational pursuits; from a single parent household, member of underrepresented or under-served group, and must have overcome personal, social, and/or physical obstacles in pursuit of an education

Additionally, CEEP award recipients complete an annual assessment and student satisfaction survey. Each recipient must also meet with the CEEP Program Director or designee at least once each semester. CEEP recipient requirements vary according to the student’s classification (freshman through senior). Students must adhere to all requirements and may renegotiate their CEEP contract if circumstances require an adjustment. The CEEP award may be rescinded if a recipient does not complete semester or GPA requirements.

Community Enrichment and Enhancement Partnership 4-Year Summary Data

YEAR	2008- 2009	2009-2010	2010-2011	2011-2012
Recipients	199	168	165	137
Male	53 (27%)	42 (25%)	45 (27%)	34 (25%)
Female	146 (73%)	126 (75%)	120 (73%)	103 (75%)
Other	0	0	0	0
FRESH	24 (12%)	13 (8%)	10 (6%)	14 (10%)
SOPH	41 (21%)	22 (13%)	22 (13%)	27 (20%)
JUN	56 (28%)	55 (33%)	31 (19%)	26 (19%)
SEN	77 (38%)	78 (46%)	99 (60%)	69 ((50%)
WITHDR.	2 (1%)	0	3 (2%)	1 (1%)
AF. AM.	152 (76%)	137 (81%)	130 (79%)	104 (76%)
AS. AM.	12 (6%)	8 (5%)	6 (4%)	5 (4%)
BIRACIAL	2 (1%)	1 (1%)	3 (2%)	4 (3%)
WHITE	14 (7%)	10 (6%)	9 (5%)	10 (7%)
LATINO	18 (%)	10 (6%)	15 (9%)	14 (10%)
NAT. AM.	1 (1%)	2 (1%)	2 (1%)	0
.00 - 1.99	9 (4%)	3 (2%)	1 (1%)	2 (1%)
2.00 – 2.49	23 (11%)	13 (8%)	9 (5%)	11 (8%)
2.50 – 2.99	70 (35%)	65 (39%)	60 (36%)	48 (35%)
3.00 – 3.49	61 (31%)	58 (34%)	64 (39%)	55 (40%)
3.50 – 4.00	31 (15%)	29 (17%)	28 (17%)	19 (14%)
WITHDRAWALS	2 (1%)	0	3 (2%)	1 (1%)
DEAN'S LIST	31 (16%)	58 (34%)	28 (17%)	26 (20%)
GRADUATES	29 (15%)	23 (14%)	41 (25%)	38 (28%)

Analysis of CEEP Award data

- Male student involvement continues to be a challenge. There was a 2% decrease in the number of male recipients this past year. Additional marketing to regional high schools and communication with the high school guidance counselors, as well as direct contact with students applying for admission to the university will continue.
- The percentage of participants, based upon student classification, varies annually. Developmental courses, personal issues, true freshmen or new transfer student status, and financial challenges impact academic progress and student classification. Personal advising and support meetings are

necessary for CEEP recipients experiencing difficulties and continues to be a requirement for all who earn a semester or cumulative grade point average less than 2.50.

- African-American students (104 or 76%) account for the greatest number of CEEP award recipients. Student participation from other racial groups is considerably smaller and varies annually. Efforts continue to attract a greater number of students from other underrepresented groups.
- Eighty-nine percent (89%) of all CEEP award recipients (in the 2011/12 cohort) earned a cumulative grade point average of 2.50 or greater. Nine percent (9%) of all CEEP award recipients earned less than a 2.50 cumulative grade point average and one (1) recipient withdrew during the academic year. Feedback from low grade point average recipients indicate they are (a.) underprepared for the academic rigor of undergraduate study, (b.) have not committed adequate time to their studies, (c.) are distracted by difficulty with family and/or other personal relationships, (d.) experience difficulty adjusting to social and cultural aspects of college life, or (e.) experience financial challenges requiring additional employment hours and/or other stressors due to lack of funds. CEEP recipients earning low cumulative grade point averages must participate in mandatory advising sessions, seek tutorial support as needed, and maintain communication with faculty regarding their classroom performance throughout the semester. A total of 26 recipients (20%) earned Dean’s List honors for spring 2012 term. Thirty-eight recipients (28%) graduated at the close of the spring 2012 term.
- There has been a reduction in the number of freshmen receiving the CEEP award. Towson University competes against institutions able to offer greater financial incentives. For this reason, a greater number of entering transfer students has been offered the CEEP award due to the limited number of eligible freshmen applicants. The graduation rate of CEEP recipients has also increased due in part to the increased number of transfer students receiving the CEEP award.

TU’s Students Achieve Goals through Education (SAGE) program pairs participants with peer mentors who encourage focus upon academic achievement, personal development, and campus-wide involvement. Participants are involved in various educational and networking activities designed to increase general life skills and knowledge of diverse cultural communities.

SAGE Program 4-Year Summary Data

YEAR	2008 – 2009	2009-2010	2010-2011*	2011-2012
Participants Male Female	148	164	181	241
Other	37 (25%)	32 (20%)	33 (18%)	55 (23%)
	111 (75%)	132 (80%)	148 (82%)	186 (77%)
				0
African American/Asian	94 (64%)	109 (66%)	114 (63%)	154 (64%)
American/Biracial				23 (9%)
Caucasian	6 (4%)	23 (14%)	19 (10.5%)	5 (2%)
Latino	0	0	19 (10.5%)	12 (5%)
Native American	30 (20%)	16 (10%)	8 (4%)	35 (15%)
	5 (3%)	16 (10%)	8 (4%)	5 (2%)
				7 (3%)
.00 - 1.99	17 (11%)	15 (9%)	9 (6%)	15 (6%)
2.00 - 2.49	19 (13%)	8 (5%)	16 (10%)	23 (9%)
2.50- 2.99	38 (26%)	50 (31%)	35 (23%)	60 (25%)
3.00 - 3.49	55 (37%)	61 (37%)	58 (38%)	89 (37%)
3.50 - 4.00	17 (12%)	25 (15%)	27 (17%)	43 (18%)

*2010-2011 data has been updated to include additional cohort students.

The following events were sponsored by the SAGE program during this period. The number of students signing in for each event is listed in parentheses. Fall 2011: Making Connections (127), Meet TU College Deans (115), Sharing Your Racial Heritage (104), Latino Hispanic Heritage (94), Effective Stress Management (96), Personal Intimacy and Safety (89), Politics: Contributing? (70), An LGBT Community Perspective (86), Registering for Spring 2012 (75), Handling Personal Financial Matters (75), Native North American Heritage (75), Final Exams Ahead (64), Closing Event (105). Spring 2012: Celebrating Academic Success (114), Healthy Relationships (74), African Culture & Heritage (87), African American Heritage (66), Self-Defense: What to do? (77), Wise Decisions: Drugs/Alcohol/Life (71), Celebrating Women (67), Jewish Heritage (47), The World Today (510), Asian Pacific Islander Heritage (63), Burdick Field Event (81), Closing Event (81).

Analysis of SAGE Program Data

SAGE continues working to include more students from underrepresented communities as well as majority students. Mentors phone entering students and invite their participation during summer months prior to matriculation. Some students register but discontinue involvement due to employment, class schedule conflict, or lack of involvement by peer associates.

- The SAGE program continues to hire students from diverse racial and cultural communities in an effort to increase student involvement from diverse communities. SAGE program staff will continue maintaining contact and personal relationships with campus-wide cultural groups as well as promote SAGE to S3 and Top 10% students as opportunity allows.
- The SAGE program saw an increase in male participation during the past year (from 17% to 23%). This is an improvement. However, the SAGE program staff is not satisfied and will work to increase male participation to 30 % over the next few years. Additional outreach to male students by SAGE program mentors will continue to occur during summer months prior to matriculation. Female participation (77%) is consistently strong each year, as in keeping with national trends for mentoring programs.
- The majority of SAGE program participants (219 or 91%) earned 2.0 or greater cumulative grade point averages during the 2011/2012 academic year. Almost 55% (132 participants) earned 3.0 or greater cumulative grade point averages during the 2011/2012 academic year.

TU's Disability Support Services (DSS) supports the mission of Towson University by providing services that afford undergraduate and graduate students with disabilities an equal opportunity to participate in all aspects of the educational environment. The office collaborates with students, faculty, and staff to create a welcoming campus that meets the needs of students with disabilities, fosters student independence, and recognizes students on the basis of their abilities rather than their disabilities.

During 2011-2012, the office provided services and accommodations to 1,246 students with various disabilities, including learning disabilities, attention-deficit/hyperactivity disorder, mental health disabilities, autism, brain injuries, speech disabilities, physical/mobility disabilities, medical conditions, as well as vision and hearing impairments. The office also works with students with temporary conditions (lasting less than six months). During 2011-2012, DSS provided services to 95 students with temporary conditions.

Most DSS-registered students have learning disabilities and attention-deficit/hyperactivity disorder; however, the office is increasingly serving more non-traditional populations as well, such as students with mental health disabilities, students on the autism spectrum and disabled veterans. Services and accommodations provided by DSS include: orientation and help with transition from high school or community college, guidance related to course load and selection, priority registration, testing accommodations and use of TU's Testing Services Center, note-taking assistance, interpreting services, alternate formats for printed materials, organization and study skills assistance, disability consultation and help with disclosure, memos to professors, assistive technology, para-transit registration, internship accommodations, information and referral to resources both on and off campus, and training and consultation with faculty/staff regarding accommodations.

TU's International Student & Scholar Office (ISSO) provides immigration related advice, advocacy and cross-cultural engagement opportunities while ensuring university compliance with federal regulations. Through its work, the ISSO supports the university's mission of creating and sustaining an "environment for students to achieve their potential as contributing leaders and citizens of a complex global society."

The ISSO serves students and visitors who are at Towson University on a temporary/non-immigrant visa. Students may be in degree-seeking, exchange, English language, non-degree or enrichment programs. Others are here as faculty, visiting researchers or short-term cultural program participants. There are approximately 1,000 international students and scholars at TU, representing over 100 different nations.

While international students are a relatively small part of the TU student body, they are valued members of the TU community and ISSO provides support systems to promote their success at Towson University, including the following: creates visa certificates for incoming students and scholars, advises international students on how to attain and maintain legal status while in the United States, designs and presents programs that assist international students in their transition to life in the United States. In particular, the ISSO conducts a comprehensive orientation for international students at the start of each term, advises students regarding personal, academic, legal and career issues, as well as on intercultural communication, cross-cultural adjustment and engagement issues, acts as a liaison to and advocate for students with government agencies, university offices and faculty, coordinates programs and provides ongoing services aimed at enhancing the international student's social engagement, encouraging their interaction with American students and community members, assists in coordinating appropriate services for international students in legal, medical and family emergency situations, serves as a conduit for international students and community service-based organizations; and, represents an international student perspective on university wide committees and initiative.

TU's Pathways Program provides an opportunity for parents with low-incomes (no more than 200% of the poverty level) and those receiving Temporary Cash Assistance, many of whom are African American single mothers, to receive an education that offers them a chance for a more economically successful and secure future. For the first four years of the program, student participants came from Baltimore City Community College. Currently, students from the Community Colleges of Baltimore County are also participating in the program. Towson University awards Pathways students, who must have an AA degree from a community college, a \$4,000 scholarship for two years for a total of \$8,000. This is in addition to Pell Grants and other forms of financial assistance for which they may qualify. The program also offers students a personalized system of academic and social support, including specialized advising sessions, social gatherings where they can share concerns and resources, and referrals to counseling and other services as needed.

Faculty and Staff (recruitment and retention): The Assistant to the President for Diversity and Affirmative Action Officer meets with TU's president and vice presidents to share affirmative action plan data. This administrator collaborates with the Provost and Vice President for Academic Affairs, the Vice President for Administration and Finance and other university leaders to identify and implement ongoing actions to reach out to applicants from diverse backgrounds. Applicant pools are monitored to ensure the presence of representatives from groups that have historically been underrepresented at the university. Periodic faculty and staff campus climate surveys are distributed for the purpose of obtaining data that supports senior leadership ability to identify and, subsequently, address issues of concern.

Additionally, ISSO provides the following services for international faculty members: prepares required letters and visa certificates to invite guest faculty, scholars and visitors from abroad, provides visa advising and orientation materials for visiting faculty and scholars, submits petitions to the Department of Homeland Security for H1B visas on behalf of tenure track faculty, provides advising and referrals regarding immigration to the United States, signs all immigration-related petitions and documents on behalf of Towson University, coordinates programs and provides ongoing training focused on cross-

cultural communication and customer service improvement strategies for various TU administrative or academic departments.

Note: Appendix 2. contains demographic data reflecting TU's student, faculty and staff bodies.

III. Describe Efforts Designed to Create Positive Interactions and Cultural Awareness Among Students, Faculty and Staff (curricular and co-curricular)

Curricular Programs: Towson University provides an academic approach to cultural diversity training both by including diversity within the Core Curriculum Requirements and by offering specific academic programs and majors related to cultural diversity.

Course offerings in the following Core Curriculum Requirement categories provide deeper understanding of cultural diversity: Creativity and Creative Development, Arts and Humanities, Social and Behavioral Sciences, Metropolitan Perspectives, Global Perspectives, Diversity and Difference, and Ethical Issues and Perspectives. A listing of specific courses is provided in Appendix 3. Additionally, the Towson Seminar of the Core Curriculum Requirement addresses cultural diversity through the following seminar topics: African American Contributions to the Arts: 20 Century, Alternative Modernities: Indian Mediascapes and Korean Dreams, "By Any Means Necessary": African American Literature and Social Activism in the 20th Century United States, Can We Talk? Communication, Gender, and the Family, Consumption and Culture, Cultural Identity Through Music: Latino Music, Immigrant Women's Experiences, Islam and the West, The Object is the Object, Paris 1900-1930: Music, Dance, and the Visual Arts, Religion and Politics, Understanding Globalization, and Understanding the Nexus of History: Education and Culture in Cambodia's Khmer Rouge Era.

By offering academic programs related to cultural diversity, Towson University ensures that students have the opportunity to develop specific cultural competencies should they wish to do so. The following programs/majors are offered: African & African American Studies: B.A./B.S. Major/Minor, Applied Gerontology: M.A./Post-Baccalaureate Certificate, Asian Studies: B.A. Major/Minor, Comparative Ethnic Studies: Minor, Cultural Studies: B.A./B.S. Major/Minor, Deaf Studies: B.A./B.S. Major/Minor, Jewish Studies: Minor, Latin American Studies: B.A./B.S. Major/Minor, Lesbian, Gay, Bisexual and Transgender Studies: Minor, Religious Studies: B.A./B.S. Major/Minor, Women's Studies: B.A./B.S. Major/Minor, M.A./Post-Baccalaureate Certificate.

Co-Curricular Programs: Students, Faculty and Staff - TU's Office of Diversity and Equal Opportunity (ODEO) offers programs that support members of the campus community to actively participate in fostering a welcome and inclusive campus environment. **TU's *Speak Up!* Program**, administered by ODEO, supports and sustains the university-wide transformation for diversity initiated by the university's ***Reflective Process for Diversity***. Participation in *Speak Up!* workshops provides members of the campus community with the tools necessary to challenge everyday bigotry.

Speak Up!, a program developed by the Southern Poverty Law Center, fosters discussion of encounters that individuals have had with everyday bigotry, from stores to restaurants, the classroom, or workplace. Participants openly share information about incidents with family members, friends, classmates, roommates or co-workers. They tell stories regarding what they did or didn't say — and what they wished they did or didn't say. Workshop participation provides opportunities for individuals to develop and practice appropriate responses in order to be ready to address bigotry in a manner that is both effective and civil.

Over 900 student leaders, students, faculty and staff members have participated in *Speak Up!* workshops. 95% of *Speak Up!* participants reported that they had gained specific skills or information necessary to be

able to *Speak Up!* in response to encounters of everyday bigotry. Approximately 90% of participants reported that they would recommend participation in a *Speak Up!* workshop to classmates or colleagues.

Co-Curricular Program: Students - TU's Center for Student Diversity (CSD) offers programs and services that serve the intellectual, social, personal, and cultural needs of ALL students, while paying particular attention to underrepresented and marginalized groups. The unit also assists the university in the recruitment, retention, and graduation of students from these groups by promoting institutional access and academic success (Appendix 4 and 5).

The CSD is comprised of several units that offer programs and services to students from groups that have historically been underrepresented in higher education (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women's Resources. In addition, the CSD staff work closely with the Interfaith campus ministers. The CSD is responsible for the several student success programs: Students Achieving Goals through Education (SAGE) and the Community Enrichment and Enhancement Partnership (CEEP). These programs have proved track records related to positive outcomes for students from underrepresented groups. Below is a compilation of four years of data regarding events and programs administered by the CSD:

Center for Student Diversity 4-Year Summary Data

YEAR	2008-2009	2009-2010	2010-2011	2011-2012
Overall Attendance	14,333	13,009	13,352	11,623
Surveys Completed	1,799	1,209	1,060	2,709
Male	519	351	321	685
Female	1,236	840	726	1,990
Other	44	18	13	34
White	432	694	652	518
African American	699	247	201	1,447
Latino	162	82	51	312
Asian Pacific Islander	150	48	45	103
Other	356	138	111	329

Analysis of data for the CSD

- The number of individuals attending CSD programs this period (11,623) is not reflected in the number of students surveyed (2,709). Those surveyed are a snapshot of students who attended CSD events that were either randomly selected or chose to complete evaluations. Not all events and programs were evaluated during this period. From the students surveyed, we learned that CSD programs are meeting our overall objectives for our students, including:
 - Exposure to new information and concepts
 - Challenging pre-existing assumptions about issues and other people
 - Increasing self-awareness
 - Encouraging them to consider various perspectives
 - Increasing their capacity for cultural competence
- The 14,122 participants attending programs and services include walk-ins to the various program offices within the cluster, appointments with cluster staff, and presentations or class visits done by staff members.
- There has been a decrease in program attendance this period over last period. In the 2010/11 academic year, 13,352 students attended programs produced by the CSD cluster. This period 11,623 attended programs offered by the cluster. This decrease might have been due to the significant transitions in personnel structure for the CSD during AY 2011/12 (hiring a new Assistant Vice President of Student Affairs for Diversity and a new Associate Director for LGBT Student Development).
- The number of surveys completed decreased from 2008/09 to 2009/10 (from 1,799 to 1,209) and again from 2009/10 to 2010/11 (from 1,209 to 1,060) due to assessment restructuring to

focus on more intentional surveying of programs. Following this assessment restructuring, the number of surveys increased from 2010/11 to 2011/12 (from 1,060 to 2,709).

- Female students (1,990 surveyed) continue to attend programs at a higher rate than male students (685 surveyed). The cluster continues to explore different types of outreach and programmatic strategies to attract more male participation in its offerings.
- In this period, African American students (1,447) surveyed accounted for the highest student population attending CSD programs, followed by White students (518). This is a change from the last (2010/11) period where White students (652) produced the highest number of those who attended the cluster's programs. In this period, Latino students (312) and API students (103) recorded higher attendance of CSD programs based on those who chose to complete evaluations after attending programs. The snapshot of students identifying as "Other" also increased in this period (329) from (111) last period 2010/11 – students who fall into the *other* category include international/foreign, bi-racial, LGBT, and those individual students who chose not to identify themselves.

Co-Curricular Programs: Faculty and Staff – TU's Office of Diversity and Equal Opportunity

continues to provide various training offerings for faculty and staff.

Affirmative Action/Equal Employment Opportunity: The university's Affirmative Action Officer meets with hiring managers and search committees, upon request, to provide guidance related to equal employment opportunity.

Bridging the Culture Gap: This program provides participants with a broad overview of culture, how it exists at a conscious and subconscious level, what is meant by "culture gap," how to understand different views on culture, how cultural differences affect communication and behavior, cultural intelligence, and methods for enhancing cultural intelligence.

Diversity - Can It Work for Me? This program highlights the key role that diversity plays in supporting academic excellence at Towson University. In particular, the achievement of *TU 2016* (the university's strategic plan) diversity initiatives and goals is highlighted.

Diversity - Overcoming Roadblocks in Gender Communication: This session provides an overview of the different ways that men and women communicate. Participants learn about cultural differences, how to apply communication styles to help avoid gender-related conflicts that may impede their success, how to keep conflicts from escalating, and how to confront others in a way that minimizes defensiveness and hostility.

Faculty and Staff Orientations: Orientation programs for new faculty and staff members hosted by the university contain diversity components.

President's Leadership Institute: Programming for faculty and staff members identified as university leaders contain diversity components.

Sexual Harassment Prevention Training: Mandatory participation is required of all faculty and staff members.

Workplace Diversity (TEC course): This online program assists employees to understand how to identify strategies to be utilized in order to be successful in a diverse workplace, as well as how to discover the impact that diversity has upon the university.

Appendix 1 – Hate Bias Incidents: Spring, Summer & Fall 2012

Spring 2012

Students

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Gender, Race/Ethnicity	Verbal, Physical	B	F
Race/Ethnicity	Verbal	B	M

Total Verified Spring 2012 Incidents: 2

Summer 2012

Faculty/Staff

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Religion	Verbal	W	M

Total Verified Summer 2012 Incidents: 1

Fall 2012

Total Verified Fall 2012 Incidents: 0

Total Verified Incidents (Students, Faculty & Staff) 2012: 3

Appendix 2 - Demographic Data

Students

Race/Ethnicity for Students																
Ethnicity	2009-2010				2010-2011				2011-2012				2012-2013			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	2,630	12.4	805	1,825	2,771	12.7	900	1,871	2,883	13.4	960	1,923	3,096	14.1	1,038	2,058
American Indian	100	0.5	35	65	121	0.5	47	74	63	0.3	24	39	53	0.2	21	32
Asian	791	3.7	335	456	890	4.1	378	512	842	3.9	355	487	927	4.2	374	553
Hispanic/Latino	561	2.6	209	352	683	3.1	229	454	812	3.8	294	518	934	4.3	355	579
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	15	0	6	9	13	0.1	6	7	18	0.1	6	12
White	14,223	67.2	5,330	8,893	14,807	67.8	5,590	9,217	14,658	68.3	5,537	9,121	14,767	67.2	5,555	9,212
Multi-Race	N/A	N/A	N/A	N/A	40	0	14	26	389	1.8	145	244	515	2.3	200	315
Other/Unknown	2,076	9.8	793	1,283	1,709	7.8	677	1,032	1,158	5.4	451	707	1,047	4.8	375	672
Foreign	796	3.8	416	380	804	3.7	430	374	646	3.0	330	316	603	2.7	320	283
Total:	21,177	100.0	7,923	13,254	21,840	100.0	8,271	13,569	21,464	100.0	8,102	13,362	21,960	100.0	8,244	13,716

Prepared By: TU Institutional Research- 2/01/2013

Source: EIS, EDS

Faculty

Race/Ethnicity for Faculty																
Ethnicity	2009-2010				2010-2011				2011-2012				2012-2013			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	96	6.2	31	65	99	6.2	31	68	107	6.4	31	76	97	5.9	29	68
American Indian	5	0.3	2	3	7	0.4	2	5	6	0.4	2	4	4	0.2	2	2
Asian	83	5.4	52	31	85	5.4	50	35	95	5.7	56	39	100	6.1	56	44
Hispanic/Latino	26	1.7	8	18	29	1.8	8	21	32	1.9	9	23	33	2.0	12	21
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	3	0	2	1	2	0.1	2	0	3	0.2	2	1
White	1,270	82.2	597	673	1,322	83.3	621	701	1,361	81.4	638	723	1,362	82.9	625	737
Multi-Race	N/A	N/A	N/A	N/A	1	0	0	1	4	0.2	1	3	4	0.2	2	2
Other/Unknown	42	2.7	20	22	24	1.5	10	14	39	2.3	11	28	29	1.8	11	18
Foreign	23	1.5	11	12	18	1.1	8	10	25	1.5	12	13	11	0.7	6	5
Total:	1,545	100.0	721	824	1,588	100.0	732	856	1,671	100.0	762	909	1,643	100.0	745	898

Prepared By: TU Institutional Research- 2/01/2013
 Source: EIS, EDS

Appendix 2 – Demographic Data

Staff

Race/Ethnicity for Staff																
Ethnicity	2009-2010				2010-2011				2011-2012				2012-2013			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	250	17.0	110	140	245	16.7	109	136	248	16.2	111	137	281	18.0	125	156
American Indian	3	0.2	3	0	5	0.3	4	1	3	0.2	3	0	3	0.2	3	0
Asian	32	2.2	11	21	29	2.0	8	21	35	2.3	10	25	39	2.5	11	28
Hispanic/Latino	18	1.2	12	6	19	1.3	13	6	25	1.6	16	9	27	1.7	17	10
Native Hawaiian / Pacific Islander	0	0.0	N/A	N/A	1	0.1	1	0	0	0.0	0	0	0	0.0	0	0
White	1,153	78.4	496	657	1,154	78.7	494	660	1,182	77.3	506	676	1,189	76.0	509	680
Multi-Race	0	0.0	N/A	N/A	0	0.0	0	0	1	0.1	0	1	3	0.2	2	1
Other/Unknown	1	0.1	1	0	11	0.7	3	8	31	2.0	14	17	21	1.3	8	13
Foreign	14	1.0	4	10	3	0.2	0	3	5	0.3	0	5	2	0.1	2	0
Total:	1,471	100.0	637	834	1,467	100.0	632	835	1,530	100.0	660	870	1,565	100.0	677	888

Prepared By: TU Institutional Research- 2/01/2013

Source: EIS, EDS

Note: Staff numbers do not include faculty or student/teaching assistants

Appendix 3 – Core Curriculum Requirements These course offerings explore race, class, gender, religious or ethnic traditions, or minority issues and investigate how Western prejudgments, systems or traditions contribute to issues in diversity or focus specifically or comparatively (among non-Western civilizations or between non- Western/Western civilizations) on helping students understand multiple modes of human expression and experience.

AFST 201	Main Themes in African and African American Studies
ANTH 207	Cultural Anthropology
ANTH 208	Human Evolution and Prehistory
ANTH 210	Honors Cultural Anthropology
ARAB 101	Arabic Elements I
ARAB 102	Arabic Elements II
ARAB 201	Arabic Intermediate I
ARAB 202	Arabic Intermediate II
ARAB 301	Arabic Composition and Conversation I
ARAB 302	Arabic Composition and Conversation II
ARTH 105	Art in Culture
ARTH 207	Honors Art History
ARTH 208	Honors Seminar in Non-Western Art History
ARTH 221	Survey of Western Art I
ARTH 222	Survey of Western Art II
CHNS 101	Elementary Chinese I
CHNS 201	Intermediate Chinese I
CHNS 301	Chinese Composition and Conversation
COSC 418	Ethical and Societal Concerns for Computer Scientists
CLST 311	Science, Technology and Culture
DANC 123	Introduction to Dance: European Court
DANC 130	Dance and Myth
DFST 101	Introduction to Deaf Studies
DFST 104	American Sign Language

EDUC 203	Teaching and Learning in a Diverse Society
EMF 205	Women and Gender in Film
ENGL 233	Survey of African-American Literature
ENGL 234	Major Writers in African-American Literature
ENGL 235	Ethnic-American Literature
ENGL 239	Modern Jewish Literature
ENGL 244	World Folklore
FMST 101	Introduction to Family Studies
FMST 102	Honors Introduction to Family Studies
FREN 101	French Elements I
FREN 102	French Elements II
FREN 201	French Intermediate I
FREN 202	French Intermediate II
FREN 301	Advanced Conversation
FREN 302	Advanced Composition
GEOG 103	World Regional Geography
GEOG 105	Geography of International Affairs
GEOG 109	Introduction to Human Geography
GEOG 110	Honors Introduction to Human Geography
GEOG 112	Honor World Regional Geography
GERM 101	German Elements I
GERM 102	German Elements II
GERM 201	German Intermediate I
GERM 202	German Intermediate II
GERM 301	German Composition and Conversation I
GERM 302	German Composition and Conversation II
GERO 101	Introduction to Gerontology
HEBR 101	Elements of Hebrew
HEBR 102	Elements of Hebrew II

HEBR 103	Biblical Hebrew I
HEBR 104	Biblical Hebrew
HEBR 201	Hebrew Intermediate I
HEBR 202	Hebrew Intermediate II
HEBR 203	Biblical Hebrew III
HEBR 204	Biblical Hebrew IV
HEBR 301	Hebrew Composition and Conversation
HEBR 302	Hebrew Composition and Conversation
HIST 101	Introduction to Ancient Civilization
HIST 102	History of European Civilization through the 17th Century
HIST 103	History of European Civilization from the 17th Century
HIST 110	East Asian Civilization to the 19th Century
HIST 111	Modern East Asia Since the 19th Century
HIST 117	Islamic History: From the Rise of Islam to the Rise of the Ottomans
HIST 121	Latin America: Colonial Period
HIST 122	Latin America: National Period
HIST 160	World History before 1300
HIST 161	World History Since 1300
HIST 235	Honors Seminar in Western Heritage Arts and Humanities
HLTH 220	Sexuality in Diverse Society
HONR 237	Honors Seminar in Western Heritage Social and Behavioral Studies
HONR 240	Honors Seminar in Western Heritage Plurality and Diversity
HONR 243	Honors Seminar in Non-Western Cultures, Languages, and Traditions
ITAL 101	Italian Elements I
ITAL 102	Italian Elements II
ITAL 201	Italian Intermediate I
ITAL 202	Italian Intermediate II
ITAL 301	Italian Composition and Conversation I
ITAL 302	Italian Composition and Conversation II

JPNS 101	Japanese Elements I
JPNS 102	Japanese Elements II
JPNS 201	Japanese Intermediate I
JPNS 202	Japanese Intermediate II
JPNS 301	Japanese Composition and Conversation I
JPNS 302	Japanese Composition and Conversation II
KNES 285	Sport: Cross-Cultural Perspective
LATN 101	Latin Elements I
LATN 102	Latin Elements II
LATN 201	Latin Intermediate I
LATN 202	Latin Intermediate II
LATN 301	Advanced Readings in Latin
LATN 302	Advanced Readings in Latin II
MUSC 101	Introduction to Music of the Western Heritage
MUSC 112	World/Americas, Africa
MUSC 113	World/E. Euro, Asia
MUSC 127	Elements of the History of Rock Music
MUSC 205	Women in Western Music
NURS 416	Cultural Diversity in Health Care
OCTH 205	Alternative and Complimentary Health Care
PHIL 101	Introduction to Philosophy
PHIL 111	Introduction to Logic
PHIL 204	Race, Class and Gender
PHIL 219	Introduction to Asian Philosophy
PHIL 221	Ancient Greek Philosophy
PORT 101	Port Elements I
PORT 201	Port Intermediate I
PORT 202	Port Intermediate II
PORT 301	Composition and Conversation in Portuguese

PORT 219	Port Elements II
POSC 101	Introduction to Political Science
POSC 102	Honors Introduction to Political Science
POSC 105	Governments of the World
POSC 107	Introduction to International Relations
POSC 108	Honors Intro to International Relations
PSYC 101	Introduction to Psychology
PSYC 102	Honors Introduction to Psychology
RLST 105	Introduction to the Study of Religion
RLST 201	Introduction to the Hebrew Bible
RLST 202	Introduction to Christianity
RLST 203	Introduction to Islam
RLST 205	Women in World Religions
RLST 206	Judaism, Christianity and Islam
RLST 207	Introduction to Buddhism
RLST 208	Introduction to Hinduism
RLST 209	Religious Traditions in Asia
RLST 210	Introduction to Judaism
RLST 211	Introduction to Jewish Thought
RLST 305	Faith Perspective in Medical Ethics
RUSS 101	Russian Elements I
RUSS 102	Russian Elements II
RUSS 201	Russian Intermediate I
RUSS 202	Russian Intermediate II
SCED 304	Education, Ethics and Change
SOCI 101	Introduction to Sociology
SOCI 102	Honors Introduction to Sociology
SOCI 241	Blacks in America: Myths and Reality
SOCI 243	Sociology of Race, Class and Gender

SPAN 101	Spanish Elements I
SPAN 102	Spanish Elements II
SPAN 201	Spanish Intermediate I
SPAN 202	Spanish Intermediate II
SPAN 203	Honors Spanish Intermediate I
SPAN 204	Honors Spanish Intermediate II
SPAN 301	Composition and Conversation I
SPAN 302	Composition and Conversation II
THEA 100	Introduction to Theatre
THEA 303	Cultural Diversity in Contemporary Theatre
THEA 304	Honors Culture and Diversity in Contemporary Theatre
THEA 310	Theatre for Social Change
THEA 316	Theatre of Crossing Cultures
THEA 380	Topics in Diversity
WMST 231	Women in Perspective
WMST 232	Honors Seminar: Women in Perspective
WMST 233	International Perspectives of Women

CSD CALENDAR OF EVENTS

Spring 2012

SAGE PROGRAM CALENDAR

All Meetings: Tuesday 4pm III Chesapeake III

TH AFTER HOURS: BRAG QUEEN BINGO

Friday, February 3, 9 pm • UU 314 - 316

2012 MARTIN LUTHER KING, JR. CELEBRATION

Tuesday, February 7, 6 pm • UU Potomac

NATURE STUDENTS LUNCH & PEER SUPPORT GROUP

Monday, February 13, 12 pm • UU CSD

REAL TALK FORUM: THE TRUTH ABOUT BLACK MALE AND FEMALE RELATIONSHIPS

Monday, February 13, 7 pm • UU CSD

AND STILL I RISE: WOMEN OF COLOR AND SEXUAL VIOLENCE

Wednesday, February 15, 6 pm • UU Chesapeake 3

BLACK BROADWAY TRIP: STICK FLY

Saturday, February 18, 8 am - 11 pm • UU Lot 11
(Registration in the CSD)

LET'S TALK SHIT!

Tuesday, February 21, 6 pm • UU CSD

HOW HIP HOP MADE ME A BETTER FEMINIST FEATURING JOAN MORGAN

Thursday, February 23, 6 pm • WC Ballroom A

BLACK STUDENT LEADERSHIP SYMPOSIUM

Saturday, February 25, 10 am - 5 pm • UU 3rd Floor

WOMEN OF COLOR WEIGH IN

Tuesday, February 28, 6:30 pm • UU Potomac

WOMEN IN SCIENCE FORUM

Saturday, March 3, 8:30 am - 1:30 pm • Smith Hall 356

LGBO: BUILDING COMMUNITY TO INSPIRE CHANGE

Tuesday, March 6, 7 pm • WC Ballroom B

VAGINA MONOLOGUES

Thursday, March 8 & Friday, March 9, 7 pm • UU Potomac

INTERNATIONAL WOMEN'S DAY

Thursday, March 8, 11 am • UU Potomac

NATURE STUDENTS LUNCH & PEER SUPPORT GROUP

Monday, March 12, 12 pm • UU CSD

GAYTINO (GAY & LATINO) SPOKEN WORD FEATURING EMANUEL XAVIER

Tuesday, March 13, 7 pm • WC Ballroom B

WOMEN'S HISTORY MONTH KEYNOTE: JACLYN FRIEDMAN

Wednesday, March 14, 6 pm • UU Potomac

EXPLORING SISTERHOOD

Monday, March 26, 6 pm • UU CSD

ISLAM AWARENESS WEEK

Monday, March 26 - Friday, March 30
(Contact the CSD for detailed information)

WALK A MILE IN HER SHOES

Wednesday, April 4, 12 pm • UU Potomac-Patic

DIVERSITY SPEAKER SERIES: MAJORA CARTER

Wednesday, April 4, 7 pm • UU Chesapeake

NATURE STUDENTS LUNCH & PEER SUPPORT GROUP

Monday, April 9, 12 pm • UU CSD

UNDER THE SURFACE SERIES: WORKING WHILE...

Monday, April 9 - Friday, April 13, 6 pm
(Contact the CSD for detailed information)

DR. JOHN GISENDANHER MEMORIAL LECTURE SERIES KEYNOTE SPEAKER, DR. AVIS JONES DEWEEVER

Thursday, April 12, 7 pm • WC Ballrooms A & B

WOMEN AND LEADERSHIP CONFERENCE

Saturday, April 14, 10 am - 5 pm • Minnegan

OCCUPY FREEDOM SQUARE

Monday, April 16, 9 am - 5 pm • Freedom Square

PRIDE MONTH SPEAKER: MIA MINGOS IDENTITY INTERSECTIONS ON THE ROAD TOWARD LIBERATION

Tuesday, April 17, 7 pm • UU Potomac

TAKE BACK THE NIGHT

Wednesday, April 18, 6 pm • Freedom Square

UNTO EVERY PERSON THERE IS A NAME: NAME READING OF HOLOCAUST VICTIMS

Thursday, April 19, 9 am - 5 pm • Freedom Square

LAVENDER CELEBRATION

Tuesday, April 24, 6 pm • UU Potomac

ROLI- THE INDIAN FESTIVAL OF COLORS

Thursday, April 26, 1 pm • Speakers Circle

END OF YEAR CELEBRATION

Wednesday, May 5, 12 pm • UU CSD

NATURE STUDENTS LUNCH & PEER SUPPORT GROUP

Monday, May 14, 12 pm • UU CSD

SAGE PROGRAM MENTORS MEET • January 31

CELEBRATING ACADEMIC SUCCESS WITH CEEP & SAGE
February 7

HEALTHY RELATIONSHIPS • February 14

AFRICAN CULTURE AND HERITAGE • February 21

AFRICAN-AMERICAN HERITAGE • February 28

SELF-DEFENSE: WHAT TO DO? • March 5

WISE DECISIONS: DRUGS, ALCOHOL, & LIFE • March 13

SPRING BREAK: ENJOY & BE SAFE • March 20

CELEBRATING WOMEN • March 27

JEWISH HERITAGE • April 3

THE WORLD TODAY: LOCAL, NATIONAL, & GLOBAL • April 10

ASIAN & PACIFIC ISLANDER HERITAGE • April 17

MUSLIM HERITAGE • April 24

THE GAME OF LIFE: YOU AND YOUR FUTURE • May 1

CLOSING EVENT • May 8

CSD CALENDAR OF EVENTS FALL 2012

SAGE PROGRAM CALENDAR

ALL MEETINGS TUESDAY 4PM UN CHESAPEAKE II

CENTER FOR STUDENT DIVERSITY'S COFFEE HOUSE

Saturday, August 25 • 9 am • UJ Southampton Terrace

WELCOME TO THE QUEERMINITY: QUEER DINNER AND A MOVIE

Sunday, August 26 • 8 pm • Dine, Relax, and WC Dining

WOMEN'S WELCOME WEEK: WOMEN'S BOH AND ONE

Monday, August 27 • 7 pm • UJ 212

WOMEN'S WELCOME WEEK: MIRROR OF MYSELF

Tuesday, August 28 • 7 pm • UJ 212

SET IT OFF!

Tuesday, August 28 • 4 pm • Bunkin' Place

WOMEN'S WELCOME WEEK: WOMEN'S SELF-DEFENSE CLASS

Wednesday, August 29 • 6 pm • UJ 212

WELCOME TO THE QUEERMINITY: LGBTQIA COMMUNITY FAIR

Thursday, August 30 • 11 am - 2 pm • Walkway between UJ and LA

WOMEN'S WELCOME WEEK: WOMEN'S SELF-DEFENSE CLASS

Thursday, August 30 • 6 pm • UJ 212

WOMEN'S WELCOME WEEK: UVA PARTY!

Friday, August 31 • 7 pm • UJ 212 • 21+

PROJECT UNITY COOKOUT

Wednesday, September 5 • 2 pm • P&WS Patio
Room Location: P&WS-Cat

MATURE STUDENTS LUNCH AND PEER SUPPORT GROUP

Monday, September 10 • 12 pm • UJ 312

WELCOME TO THE QUEERMINITY: QUEER AFTER HOURS

Tuesday, September 11 • 9 pm • UJ 212

LAS KRUIAS: TO BE LESBIAN, FEMINIST, AND HIP-HOP IN CUBA!

Wednesday, September 12 • 12 pm • Freedom Square
Room Location: WC-Balrooms B & C

CHICO Y RITA (SPAIN AND LATIN AMERICA FILM SERIES)

Thursday, September 13 • 6:30 pm • LA 212

WELCOME TO THE QUEERMINITY: TIL 'O' SKATE

Thursday, September 13 • 8 pm • Depart from UJ 312

WELCOME: JUMMAH PRAYER

Friday, September 14 • 7 pm • UJ 214

BALTIMORE BLACK HERITAGE TOUR

Saturday, September 15 • 10 am - 4 pm
Sign-up in the CSD by September 10!

CULTURAL COMPETENCY 101 (CULTURAL COMPETENCY WORKSHOP SERIES)

Wednesday, September 19 • 12 pm • UJ 212

EL MÍO PEZ (SPAIN AND LATIN AMERICA FILM SERIES)

Wednesday, September 19 • 6:30 pm • LA 212

BLACKACADEMICS: HOW TO SUCCEED AT A PW (AND REAL TALK FORUM)

Wednesday, September 26 • 9 pm • UJ Southampton Terrace

WELCOME TO THE QUEERMINITY: QUEER COMMITTEE GIVEAWAY

Thursday, September 27 • 7 pm • UJ 2nd Floor

LOPE (SPAIN AND LATIN AMERICA FILM SERIES)

Thursday, September 27 • 6:30 pm • LA 212

BLESS THE ME

Thursday, September 27 • 7 pm • UJ Potomac

LGBTQA HISTORY MONTH DISPLAYS

Monday, October 1 - Wednesday, October 3
Visit www.towson.edu/gpr for virtual book club, LGBT Showcases

ACTUALIZING THE DREAM

Tuesday, October 2 • 7:30 pm • WC Ballroom A

DIVERSITY SPEAKER SERIES: FEATURING NIKKI GOVANNI

Wednesday, October 3 • 7 pm • WC Ballroom

CONTRACORRIENTE (SPAIN AND LATIN AMERICA FILM SERIES)

Thursday, October 4 • 6:30 pm • LA 212

MATURE STUDENTS LUNCH AND PEER SUPPORT GROUP

Monday, October 8 • 12 pm • UJ 312

MARRIAGE EQUALITY FOR ALL!

Tuesday, October 9 • 7 pm • WC Ballrooms A & B

LA YUMA (SPAIN AND LATIN AMERICA FILM SERIES)

Thursday, October 11 • 6:30 pm • LA 212

CELEBRATION OF KOREAN ART AND CULTURE, FEATURING SONAG PROJECT

Friday, October 12 • 11 am - 2 pm • Freedom Square

RETURN: A SOLDIER AND MOTHER RETURNS FROM THE MIDDLE EAST (VETERANS FILM SERIES)

Friday, October 12 • 7 pm • UJ Ballroom 204

KOREAN MUSIC BY SONAG PROJECT

Saturday, October 13 • 8 pm • CDFAC Kaplan Concert Hall

LOVE YOUR BODY WEEK

Monday, October 15 - Friday, October 19
(Contact the CSD for detailed information)

GREEN AND BLACK: PERSONAL FINANCE FOR STUDENTS OF COLOR (AND REAL TALK FORUM)

Monday, October 15 • 6 pm • UJ 312

THE GLOBAL STRUGGLE AGAINST DISPLACEMENT

Monday, October 15 • 7 pm • UJ Potomac

BEYOND BLACK AND WHITE (CULTURAL COMPETENCY WORKSHOP SERIES)

Wednesday, October 17 • 12 pm • UJ 212

THE INVISIBLE WAR: SEXUAL ASSAULT IN THE MILITARY (VETERANS FILM SERIES)

Friday, October 19 • 7 pm • UJ Ballroom 204

THE ALPHABET IN MY HANDS, FEATURING MARJORIE KATSON

Friday, October 26 • 4 pm • LA 421B

NOCHE LATINA, FEATURING BOLIVIAN DANCE TROUPE FRATERINUM CULTURAL PACHMAMAM

Friday, October 26 • 8 pm • UJ Potomac

THE SEXUAL POLITICS OF MEAT, FEATURING CAROL ADAMS

Thursday, November 1 • 7 pm • UJ Chesapeake

CAN I KISS YOU?

Wednesday, November 7 • 7:30 pm • WC Ballrooms

RETREAT FOR SOCIAL JUSTICE

Friday, November 9 - Sunday, November 11
Application deadline September 29. Contact the CSD for detailed information

MATURE STUDENTS LUNCH AND PEER SUPPORT GROUP

Monday, November 12 • 12 pm • UJ 312

QUEER BATHROOM MONOLOGUES

Monday, November 12 • 7 pm • CDFAC Main Stage

DREAM BIG! PLAN NONTLIVE BY DESIGN (AND REAL TALK FORUM)

Tuesday, November 13 • 8 pm • UJ Potomac

EXAMINING WHITENESS (CULTURAL COMPETENCY WORKSHOP SERIES)

Wednesday, November 14 • 12 pm • UJ 312

THE SIXTH BALTIMORE IMMIGRATION SUBMIT: INVESTING IN THE DREAM, BUILDING OUR FUTURE

Wednesday, November 14 • 9 am - 4 pm • WC Ballrooms
(Contact the CSD for registration information)

POWER HOUR: WOMEN'S NETWORKING EVENT

Thursday, November 15 • 4 pm • UJ Potomac

WORLD AIDS DAY 2012

Thursday, November 15 • 40 Day • UJ 2nd Floor

CELEBRATING DIVERSITY THROUGH DIGITAL STORYTELLING

Wednesday, November 14 • 4 pm • UJ Chesapeake 1 & 2

MATURE STUDENTS LUNCH AND PEER SUPPORT GROUP

Monday, December 10 • 12 pm • UJ 312

MAKING CONNECTIONS • September 4

MEET T U COLLEGE DEANS • September 11

CULTURAL COMPETENCE • September 18

LATINO/A HISPANIC HERITAGE • September 25

EFFECTIVE STRESS MANAGEMENT • October 2

PERSONAL INTIMACY & SAFETY • October 9

POLITICS: CONTRIBUTING OR DESTROYING COMMUNITY

October 16

AN LGBTQ COMMUNITY PERSPECTIVE • October 23

WOMEN'S ISSUES • October 30

PERSONAL FINANCIAL MATTERS • November 6

NATIVE NORTH AMERICAN HERITAGE

November 13

SAGE PROGRAM CLOSED - THANKSGIVING HOLIDAY

November 20

FINAL EXAMS ARE AHEAD. ARE YOU READY?

November 27

CLOSING CELEBRATION • December 4



**Institutional Programs of Cultural Diversity
Progress Report
AY 2011-12**

March 4, 2013

Submitted by:
Joseph Wood, Provost

Section I: Summary of progress in achieving the goals of the Diversity Plan

The University of Baltimore's Diversity Plan goals remain centered on encouraging and finding programmatic means for students, faculty, and staff to develop further their experiences and intercultural knowledge and competencies. The University's Diversity and Culture Center (DCC) takes the leading role in coordinating and offering opportunities for students to gain access to structured programs that support UB's motto, Knowledge that Works. For academic year 2011-12, the DCC focused on programs that would raise sensitivity and create a sense of appreciation for the diverse populations that UB attracts. In addition to the four themed awareness programs that are integrated into the national calendar (Hispanic Heritage Month, World AIDS Day, African American Awareness Month, and Women's History Month), UB sponsored its own programs on topics of particular interest to our community including the Starving for Change program to increase awareness around world hunger, the East meets West Film Forum which celebrates the achievements of Chinese film makers and the representations of Chinese cultural knowledge through film, and walking tours of Baltimore that acquaint students with the cultural diversity and heritage of our UB neighborhood. UB has been consistent in its use of the DCC for promoting intercultural knowledge and training and has been successful in augmenting the work of the DCC with academic programming in related areas delivered by the Schools and Colleges of the University.

Section II: Summary of efforts to achieve representation of underrepresented groups

Students

Students are recruited at UB from our center-city core populations. Historically, UB has attracted a diverse population of students at both the transfer and freshman levels. In 2012 the freshman class was comprised of 54.8% African Americans, 29.5% whites, 6.9% Hispanic/Latino, 2.7% Asian and 3.1% International students. The transfer population was 41.4% African American, 39.5% White, 5% Hispanic/Latino, 5% Asian and 4% International.

While the admissions office has continued to develop and maintain strong relationships within the Baltimore City high schools and Baltimore City Community College, we have also increased our recruitment efforts within Prince George, Howard and Montgomery Counties to attract both Latino and Asian applicants. To achieve this, we have expanded our recruitment efforts within these area schools to include targeted high school visits, increased participation in recruitment events such as the Hispanic College Fair as well as civic events such as early college readiness programs at various Jr. and Sr. high schools.

With regard to students who have traditionally been underserved at the high school level, particularly within the city of Baltimore, the creation of our summer Bridge Program has allowed us to offer these students better access to enrollment at UB. This program is designed for students whose academic performance fails to meet our minimum admission requirements but who we believe could be

successful at UB. Through an intense three week program students are provided instruction in college math, reading and writing skills. Students who successfully complete the Bridge program are admitted to UB as a freshman. UB is mindful of the need for effective retention strategies and has continued to deploy the Early Alert Advising system with success, has increased its retention efforts through an MHEC grant awarded in 2011 designed to enhance advising protocols, created the Professional Development Institute (PDI) in Student Affairs, and enabled the creation of campus-wide pedagogical strategies focused on the need to improve students' critical reading skills. In addition, summer faculty workgroups were formed to study students' completion habits in developmental courses at the same time both the first-year experience and the learning communities' formats were revised. The results of the summer work groups' activities are now at various discussion and approval stages with UB's shared governance structure.

Faculty and Staff

The UB Office of Human Resources recruits using the following publications:

- *Diverse Issues in Higher Education*
- *Black Caucus of America Library Association*
- *Hispanic Outlook in Higher Education*
- *Insight into Diversity (formerly Affirmative Action Register)*
- *Journal of Blacks in Higher Education*
- *Latinos in Higher Education*
- *Native American Jobs*
- *Women in Higher Education*

Section III: Summary of actions taken to create positive interactions and cultural awareness

The following information summarizes the programming and statistical information relating to the cultural awareness programs offered by the Diversity and Culture Center during the 2011-12 academic year. Attendance information appears at the end of this section.

Diversity and Culture Center (DCC) Programs and Services: New Collaborations

- **UB Friends**
The UB Friends, International Friendship Program at the University of Baltimore was created to ease the transition into American culture and the university setting for new international students. The Program matches a new international student (undergraduate, graduate, law) with a friendship volunteer with whom he or she can visit, enjoy an occasional meal, celebrate holidays, participate in community events and enjoy the exchange of international friendships. The goals of the UB Friends program are to integrate International students in to the UB community, assist International student in understanding American culture by

providing them the opportunity to experience a segment of American life, stimulate discussion and exchange of ideas about culture, customs, and international matters among the UB community, facilitate cross-cultural friendships and communication to increase knowledge of global perspectives. Information sessions were held at the beginning of the fall semester, the program got underway in the spring 2012 semester. The initial group of participants included eight international students and five volunteers.

- International Student Welcome Reception

The International Student Welcome Reception is an opportunity for new and returning international students to meet find out about resources, services and programs available at UB. This program was designed to assist students in their adjustment to UB and introduce Diversity and Culture Center resources.

- International Student Resource Guide

The International Student Resource Guide provides international students with information about check-in procedures, finances, living accommodations, health requirements, and getting around UB and the Baltimore area. The Resource Guide is available on the Diversity and Culture Center website.

- Study Abroad Opportunities Database

This database is included on the Diversity and Culture Center website. The database is a resource for students who wish to study abroad. The database provides information about various countries where opportunities are available as well as global study tours available on campus through course enrollment, University System of Maryland (USM), and the Semester at Sea program. Also included is information about costs, academic requirements, living accommodations, and scholarships.

- Women in Leadership Essay Contest

In recognition of Women's History Month the Diversity and Culture Center along with the Rosenberg Center for Student Involvement sponsored an essay contest. Participants were asked to write an essay on the question What is one of the most pressing issues facing women today and how do you see yourself having an impact on that issue? The author of the winning essay received an all-expense paid (registration and accommodations) to attend the National Conference for College Women Student Leaders, where over 500 colleges from around the country visited Washington, DC area for the conference.

- Starving for Change

The purpose of this was to educate students about the issues of hunger and nutrition both locally and globally. This event featured a screening of the film Food, Inc., followed by a discussion, following the screening and discussion the student participated in a Global Hunger Banquet, a faculty member introduced the concept of the Hunger Banquet and answered questions about global hunger and differences in portions. This program was a collaboration between the Diversity and Culture Center, the Denit Honors Program, and the Rosenberg Center for Student Involvement.

- **Experience Abroad Panel**
This program was an opportunity for students to learn about study abroad, working abroad, and volunteering abroad. Panelists included students who had these opportunities; they described their experiences, followed by questions from the audience.
- **West Meets East Film Forum**
This program featured two days of films and discussion which focused on the educational and culturally expansive journey into the world of Chinese films from a diverse perspective. Discussions were led by expert panelists, who provided analysis and a deep understanding of Chinese culture. A total of eight films were shown over two days. This program was a collaboration with the Legal, Ethical, and Historical Studies Division, and the Diversity and Culture Center.
- **The Power of Words**
The intent of this program is to provide the opportunity for those in attendance to gain a deeper understanding of how words commonly used in our vocabulary can have a strong impact (both positive and negative) on others. James Kinstle, a professional at improvisation led participants through various scenarios to illustrate various situations where words could have an impact. This program was a partnership with Spotlight UB and the Center for Educational Access. This program was a continuation of the dialogue which began with the R-Word campaign.
- **Civil War to Civil Rights Walking Tour**
This tour is a self-guided audio tour that chronicles the Civil War and Civil Rights in Washington, D.C. Historical sites were visited, information about the sites were downloaded onto MP3 players and the “tour guide” provided information about the sites and the impact on the Civil War and the Civil Rights movement.
- **Self-Mastery: Strategies for Success in Any Situation**
This program focused on helping students develop strategies for coping with the stressors in their lives, participants had the opportunity to self-reflect and were provided information about how to conquer stress, and participants had the opportunity to participate in guided meditation.
- **International Coffee Hour**
This program was designed to encourage interaction between international students and other students in a casual, relaxed environment. Various coffees and teas were served, and several coffee hours were held throughout the academic year in the Diversity and Culture Center.

Diversity and Culture Center Programs and Services: Ongoing Collaborations

- **Diversity Resource Library**

The Diversity Resource Library continues to be utilized by students, faculty and staff. Resource materials offered include movies, magazines and books which focus on various aspects of diversity. The Resource library continues to grow; over the FY 2011-2012, 72 new movies and books were added over the last year.
- **International Orientation**

The International Orientation program is an opportunity for international students new to the University of Baltimore to become familiar with the university, to understand the American university culture and the University of Baltimore community, their academic requirements, develop a connection with the University community and fellow new international students, faculty and staff meet and network with other international students, and to connect with important resources.

The orientation programs are held prior to the beginning of the fall and spring semesters.
- **Holidays Around the World**

This year the annual Holidays Around the World was included in the International Education Week offerings. The IEW was held during the month of November and included the International Photo Contest and International Alumni Career Panel. The Holidays Around the World program included international student presenters from Saudi Arabia, Puerto Rico, Peru, and Nigeria. The students presented information about holidays and cultural traditions in their countries. Presentations also included pictures, traditional dances and singing. Food from the different countries represented was served, providing participants an opportunity to taste cuisine from around the world. The International Alumni Career Panel consisted of four former UB international students who discussed their careers and experiences since graduating from UB.
- **Cultural Awareness Programs**

Cultural awareness programs and celebrations are ongoing programs we continue to plan each year. This past year we held several programs commemorating and celebrating African Americans, Women's history, and Jewish Americans. The Global Village program was held at the beginning of the school year. The goal of this program was to provide students a global immersion experience, by offering information, displays, games, music and food from various countries and cultures.
- **World AIDS Day**

Red ribbons were distributed on December 1, 2012 to commemorate World AIDS Day. The AIDS quilt was also displayed in the Student Center during the month of December.
- **African American Arts Festival**

The Diversity and Culture Center and Spotlight UB once again co-sponsored the 4th annual African American Arts Festival in February. The festival included the kick-off concert by Queen Earth, an acoustic musician, the next event was the Poetry Slam hosted by National

Poetry Champion, Gayle Dantly. The winner of the poetry slam received a \$50 cash prize. The final event off the festival was the production of Rain Pryor's Fried Chicken and Latkes, a powerful performance in which Pryor reflected on the cultural mix of her upbringing through comedy and song.

- **Soup and Substance**
The first Soup and Substance program series was held during the fall 2010 semester. The monthly series of small group dialogues during the academic year, 2011-2012 included the following topics: Interracial marriage, Women and Religion, and Human Trafficking. Faculty, staff and student community activists facilitated these discussions.
- **UB Midtown and Mt. Vernon Walking Tour**
The purpose of the walking tour is to introduce students to the UB Midtown and Mt. Vernon historical area, in addition to familiarizing them with local neighborhood resources. This program was facilitated by the UB Housing graduate assistant

Diversity and Culture Center's Progress toward Planning Goals, 2011-12

Institutional 2012 Goals:

- The University of Baltimore will enhance the quality of learning, teaching and research.
- The University of Baltimore will foster a diverse participatory community of students, faculty, staff and alumni as a core institutional strength and value.
- Support the awareness and inclusion of diversity in academic and co-curricular programming

Divisional Strategic Goals:

- Clearly define a university recognized divisional structure, reporting lines.
- Increase our understanding of student needs and expectations.
- Enhance and expand plans for student activities, programs and services

Departmental Goals:

- Successfully complete office move.
Progress: The Diversity and Culture Center successfully moved to the Student Center at the beginning of the spring 2011 semester. The Center hosted an open house in which students, faculty and staff were invited.
- Hire and cross train staff in international advising and services.
Progress: The Director and Program Coordinator attended conferences and workshops which focused on international student needs. Staff will continue to attend workshops and conferences to address training needs. Hiring of additional staff is anticipated during the next fiscal year.

- Develop and implement successful programs and services.
Progress: New program initiatives targeted to address the needs of International students were implemented during the 2010-2011 academic year. New initiatives for the upcoming year include the UB Friendship program which will launch in the spring 2012 semester and the International Student Resource Guide will be available on our website fall 2010.

Performance Measures for DCC Programs, 2011-12

Measures

1. Number of students attending the program.
2. Number of staff, faculty and other attending the program.
3. Number of respondents who agree or strongly agree the program was useful and educational.
4. Number of respondents who agree or strongly agree the program met their expectations.

PROGRAMS	Measure 1	Measure 2	Measure 3	Measure 4
Soup & Substance: Civility	7	1	75%	87.5%
UB Midtown & Mount Vernon Walking Tour	10	1	100%	100%
International Student Welcome Reception	9	0	100%	100%
Fall 2011 International Orientation	19	0	99%	96%
Global Village	46	1	88%	89%
Civil War to Civil Rights Walking Tour				
Experience Abroad	8	3	100%	86%
Passover Seder	2	1	100%	66%
Self Mastery: Strategies for Success	6	1	85%	86%
Soup & Substance: Women and Religion	4	0	100%	100%
Soup & Substance: Human Trafficking	6	1	63%	75%
Spring 2012 International Orientation Program	16	0	89%	89%
Soup & Substance: Is Marriage a Privilege or a Right?	6	4	90%	100%
The Power of Words	11	5	100%	100%
Holidays Around The World	N/A	N/A	87%	81%

Section IV: Additional initiatives

- In the fall 2012, UB initiated its new shared governance structure. An important feature of this is the Diversity and Culture Committee, a new shared governance body composed of faculty, students, and staff. One of the charges of the new shared governance committee is to revise the original 2009 Diversity Plan by May 2013.
- In partnership with USM and the ITHAKA Foundation, UB is examining creating online courses in women's studies and in African-American literature using curriculum from Coursera.
- The East meets West Film Festival was the creation of faculty members in the UB Legal, Ethical and Historical Studies (LEHS) program and was partially funded by a Maryland Humanities Council Grant.
- Under the auspices of the UB 21 Catalyst Grant program, in the fall an interdisciplinary team of UB faculty members hosted a summit of leaders from education, business, governmental agencies and the community on increasing opportunities for Hispanic students to achieve success in higher education.
- UB's MFA in Creative Writing and Publishing Arts through its MFA Reading Series, Write-Brain Kids program, and journal Passager provides opportunities for diverse groups of students and the community to engage in creative writing.
- The UB English program through its hiring of an expert in multicultural literatures has increased its course offerings in Native American Literature, African-American literature, and in Critical Race Studies. The new director of the UB writing program is a specialist in writing and writing-related pedagogies for the LGBT/q communities.
- The Center for Educational Access, in partnership with the Office of the Provost, has prepared an online instructional module addressing ADA and compliance issues that will be launched as part of faculty and staff training by the late spring 2013. The design and work on this online tutorial has been ongoing since fall 2011.
- The Office of Student Affairs sponsored a two-day staff training event led by Stewart Speaking and Consulting and with the Alliance for Change Consulting, planned in fall 2012 and offered in January 2013, the two events were "Facilitating Student Development through Student Affairs Work" and "Building Inclusive Campus Environments". The two day programs were attended by sixty members of the UB community.
- Finally, as part of the UB Academic Plan, the University's four deans have identified increases in global partnerships and international student recruiting as a goal for AY 2012-13.

Section V: Comparative Tables

Table I: Tenured/Tenured Track																	
		Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African-American/Black	12	8.8%	8	4	13	9.4%	8	5	12	8.5%	7	5	12	8.3%	7	5	
American Indian or Alaskan Native	0		0	0	0		0	0	0		0	0	0	0	0	0	
Asian	13	9.5%	9	4	13	9.4%	9	4	9	6.3%	5	4	9	6.3%	6	3	
Hispanic/Latino	3	2.2%	1	2	4	2.9%	1	3	4	2.8%	1	3	5	3.5%	1	4	
White	109	79.6%	69	40	108	78.3%	66	42	111	78.2%	66	45	114	79.2%	71	43	
Native Hawaiian or Pacific Islander	0		0	0	0		0	0	0		0	0	0	0.0%			
Two or More races	0		0	0	0		0	0	0		0	0	0	0.0%			
Did not Self identify	0		0	0	0		0	0	6	4.2%	5	1	4	2.8%	3	1	
Total	137	100.0%	87	50	138	100.0%	84	54	142	100.0%	84	58	144	100.0%	88	56	

Table II: Other Tenured Status																	
		Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African-American/Black	5	15.2%	2	3	7	17.5%	3	4	7	17.5%	2	5	6	15.8%	2	4	
American Indian or Alaskan Native	0		0	0	0		0	0	0		0	0	0	0.0%	0	0	
Asian	2	6.1%	0	2	4	10.0%	0	4	3	7.5%	0	3	5	13.2%	0	5	
Hispanic/Latino	0		0	0	0		0	0	0		0	0	0	0.0%	0	0	
White	26	78.8%	11	15	29	72.5%	14	15	28	70.0%	13	15	26	68.4%	14	12	
Native Hawaiian or Pacific Islander	0		0	0	0		0	0	0		0	0	0	0.0%	0	0	
Two or More races	0		0	0	0		0	0	0		0	0	0	0.0%	0	0	
Did not Self identify	0		0	0	0		0	0	2	5.0%	1	1	1	2.6%	0	1	
Total	33	100.0%	13	20	40	100.0%	17	23	40	100.0%	16	24	38	100.0%	16	22	

Table III: Staff																	
		Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African-American/Black	231	39.2%	65	166	207	35.1%	58	149	228	37.1%	59	169	220	36.4%	63	157	
American Indian or Alaskan Native	1	0.2%	1	0	1	0.2%	1	0		0.0%	0			0.0%			
Asian	15	2.5%	8	7	15	2.5%	9	6	17	2.8%	9	8	20	3.3%	12	8	
Hispanic/Latino	8	1.4%	3	5	9	1.5%	3	6	9	1.5%	4	5	9	1.5%	4	5	
White	335	56.8%	144	191	330	55.9%	144	186	340	55.3%	149	191	335	55.5%	145	190	
Native Hawaiian or Pacific Islander									1	0.2%	0	1	1	0.2%	0	1	
Two or More races									2	0.3%	1	1	4	0.7%	2	2	
Did not Self identify					28	4.7%	15	13	18	2.9%	8	10	15	2.5%	8	7	
Total	590	100.0%	221	369	590	100.0%	230	360	615	100.0%	230	385	604	100.0%	234	370	

Table IV: Undergraduate Students																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	918	34.7%	292	626	1,143	38.5%	360	783	1,350	42.3%	449	901	1,450	45.2%	490	960
American Indian or Alaskan Native	13	0.5%	8	5	19	0.6%	11	8	19	0.6%	11	8	18	0.6%	10	8
Asian	116	4.4%	59	57	131	4.4%	67	64	145	4.5%	86	59	136	4.2%	73	63
Hispanic/Latino	70	2.6%	27	43	72	2.4%	28	44	95	3.0%	40	55	72	2.2%	34	38
White	982	37.1%	487	495	1,026	34.6%	539	487	1,154	36.2%	628	526	1,213	37.8%	640	573
Native Hawaiian or Pacific Islander	-	-	-	-	-	-	-	-	4	0.1%	4	-	9	0.3%	6	3
Two or More races	-	-	-	-	-	-	-	-	38	1.2%	11	27	72	2.2%	25	47
Did not Self identify	547	20.7%	247	300	578	19.5%	240	338	384	12.0%	161	223	238	7.4%	81	157
Total	2,646	100.0%	1,120	1,526	2,969	100.0%	1,245	1,724	3,189	100.0%	1,390	1,799	3,208	100.0%	1,359	1,849
International Students	34		18	16	35		18	17	37		19	18	49		25	24
Grand Total	2,680		1,138	1,542	3,004				3,226		1,409	1,817	3,257		1,384	1,873

Table V: Graduate Students																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	649	21.9%	175	474	645	21.0%	171	474	744	23.7%	223	521	795	25.9%	231	564
American Indian or Alaskan Native	8	0.3%	1	7	10	0.3%	4	6	7	0.2%	4	3	5	0.2%	3	2
Asian	162	5.5%	76	86	156	5.1%	61	95	149	4.7%	63	86	125	4.1%	53	72
Hispanic/Latino	66	2.2%	24	42	61	2.0%	24	37	85	2.7%	37	48	63	2.1%	28	35
White	1,400	47.2%	670	730	1,523	49.6%	723	800	1,654	52.7%	794	860	1,757	57.2%	853	904
Native Hawaiian or Pacific Islander	-	-	-	-	-	-	-	-	4	0.1%	1	3	4	0.1%	1	3
Two or More races	-	-	-	-	-	-	-	-	33	1.1%	9	24	52	1.7%	14	38
Did not Self identify	682	23.0%	303	379	674	22.0%	290	384	462	14.7%	215	247	270	8.8%	112	158
Total	2,967	100.0%	1,249	1,718	3,069	100.0%	1,273	1,796	3,138	100.0%	1,346	1,792	3,071	100.0%	1,295	1,776
International Students	196		90	106	192		85	107	137		62	75	114		48	66
Grand Total	3,163		1,339	1,824	3,261		1,358	1,903	3,275		1,408	1,867	3,185		1,343	1,842

PROGRAM OF CULTURAL DIVERSITY UNIVERSITY OF MARYLAND, BALTIMORE 2012 PROGRESS REPORT

The University of Maryland, Baltimore (UMB) is the State's public health, law and human services university devoted to excellence in professional and graduate education, research, patient care, and public service.¹ As a diverse community of outstanding faculty, staff and students, and using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work and the law. We emphasize interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, we foster economic development in the City, State, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances our various communities.

The University has a multi-pronged approach to fostering cultural competency which involves the entire campus and includes efforts and initiatives from the President's Office, Campus Life Services, as well as grassroots programming by our students. Furthermore each of the graduate/professional schools has accreditation standards that keep the issue in the forefront of their educational efforts. This 2012 Progress Report briefly highlights some of the activities that have occurred in the past year.

1. Summary of Institutional Plan

The University's Strategic Plan Report,² released in 2011 identifies seven Core Values and makes plain the University community's pledge:

The University is committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions, and leadership.

The Strategic Plan goes on to state:

As the state's only public academic health, law, and human services university, the University has an obligation to educate and train students and scholars to provide leadership and expertise necessary to address the health, legal, and social challenges posed by our nation's changing demographics. In fulfilling this obligation the University must embrace and celebrate diversity and become culturally competent. The University must be able to respond respectfully and effectively to people of all cultures, classes, races, genders, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each.

¹ UMB records do not indicate that there were any campus-based hate crimes or bias-motivated incidents that occurred on campus during the applicable reporting period.

² <http://www.umaryland.edu/strategicplan/docs/StrategicPlan.pdf>

Attaining cultural competence will require the University to have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures enabling these to work effectively cross-culturally. The University will build the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, and acquire and disseminate cultural knowledge. In response to the diversity and the cultural mores of the communities served by the University, it must incorporate these ideals into all aspects of policymaking, administration, practice, and service delivery by systematically involving consumers, key stakeholders, and communities.

Recognizing that when it comes to attainment of its desired outcomes, the institution cannot simply adopt a strategic plan and “wish it so,” the University’s Strategic Plan takes each theme and makes goals explicit and sets forth the tactics it will use in pursuing the goals.

Specifically, for **Theme 2 PROMOTING DIVERSITY and a CULTURE of INCLUSION**, the Strategic Plan lists three overarching goals and enumerates 13 specific tactics to be utilized in pursuit of the goals.

Goal 1: Promote a commitment to diversity and a culture of inclusion.

Tactics:

1.1 Assign to the President’s Diversity Advisory Council oversight and support of the University’s diversity and inclusion initiatives.

1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council.

1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.

1.4 Conduct a University-wide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives.

1.5 Administer a periodic survey to assess the campus climate on diversity and inclusion issues.

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University’s activities.

Tactics:

2.1 Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes.

2.2 Include “promotion of diversity and inclusion” among performance criteria in the reviews of all University leaders.

2.3 Promote diversity among faculty and leadership.

2.4 Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.

2.5 Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion.

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

Tactics:

3.1 Create a cultural competency initiative that promotes cultural competency throughout the University.

3.2 Establish a resource on professionalism to guide the University's effort in promoting cultural competency as an essential and desirable attribute in the ongoing growth and development of faculty, staff and students.³

3.3 Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

Progress toward achieving the Strategic Plan goals is overseen by Work Group co-chairs Pete Gilbert, Senior Vice President and Chief Operating Officer and Dr. Roger Ward, Associate Vice President for Academic Affairs and Chief Accountability Officer.⁴

The Work Group has prepared metrics for each tactic and assigned a priority rating and an implementation year.⁵ There are 5 "Priority 1" Tactics. For each, a responsible party has been assigned, a start date established, and fiscal impact considered.

Priority 1 Goals for 2013

Tactic 1: Responsible Party: Roger Ward	Priority		Start		Fiscal Impact		Status	
1.1 Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives.	1		2013		Neutral		Underway	
					N/A			
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
Formally assign responsibility for 1.1.1 diversity and inclusion initiatives to the Diversity Advisory Council.	Target		Yes	-	-	-	-	
	Actual		Yes	-	-	-	-	

³ This Tactic differs slightly from the Draft Report reference in last year's Report.

⁴ The other members of the group are identified on Appendix A.

⁵ A copy of the work-group spreadsheet is attached as Appendix B.

Tactic 3: Responsible Party: Deans		Priority	Start		Fiscal Impact		Status	
1.3 Appoint in each school a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.	1	2013	Neutral		N/A		Start 9/2012	
			N/A					
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
1.3.1 Liaison to the Diversity Advisory council appointed by each school.	Target							
	Actual							

Tactic 2: Responsible Party: Marjorie Powell		Priority	Start		Fiscal Impact		Status	
2.2 Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders.	1	2013	Neutral		N/A		Start 3/2013	
			N/A					
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.2.1 Performance appraisal standards for university leaders include 'promotion of diversity and inclusion' as a criterion for review.	Target							
	Actual							

Tactic 3: Responsible Party: President Jay Perman		Priority	Start		Fiscal Impact		Status	
2.3 Promote diversity among faculty and leadership.	1	2013	Neutral		N/A		Underway	
			N/A					
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.3.1 The Diversity/EEO/AA Manager assesses the diversity of the tenured faculty and senior administrative staff and presents findings to the Diversity Advisory Council.	Target							
	Actual							
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.3.2 The Diversity Advisory Council reviews findings of the Diversity/EEO/AA Manager (see, metric 2.3.1) and proposes recommendations for enhancing diversity the University's executive leadership.	Target							
	Actual							

Tactic 5: Responsible Party: Laura Kozak		Priority	Start		Fiscal Impact		Status	
2.5 Publicize events and programs that recognize and celebrate diversity and promote inclusion.	1	2013	Minimal		Ongoing		Underway	
			Ongoing					
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.5.1 The University community is able to access an online calendar that highlights events and programs that celebrate diversity and promote inclusion.	Target							
	Actual							

In subsequent years, UMB will report on the implementation of these 2013 goals and the efforts to get underway the five items marked for implementation inception in 2014.

2. Efforts to Increase Numerical Representation

No stronger statement can be made about the importance of promoting diversity and encouraging its growth than the fact that President Perman has been designated the “Responsible Party” for Tactic 3, (noted above as part of Goal 2). This Tactic has been given the highest priority designation.

Tactic 3: Responsible Party: President Jay Perman	Priority	Start	Fiscal Impact				Status	
2.3 Promote diversity among faculty and leadership.	1	2013	Neutral				Underway	
			N/A					
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
The Diversity/EEO/AA Manager assesses the diversity of the tenured faculty and 2.3.1 senior administrative staff and presents findings to the Diversity Advisory Council.	Target							
	Actual							
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
The Diversity Advisory Council reviews findings of the Diversity/EEO/AA Manager (see, metric 2.3.1) and proposes recommendations for enhancing diversity the University's executive leadership. 2.3.2	Target							
	Actual							

The University recognizes the significance of providing students with leaders and role models that reflect the diversity of our Nation’s population.

Tactic 4, which is slated for implementation in the second year of the Strategic Plan period, will focus on compensation in order to identify any inequities that might hinder UMB’s desire to increase the numerical representation of traditionally underrepresented groups within staff and faculty.

Tactic 4:	Priority	Start	Fiscal Impact				Status	
2.4 Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.	3	2014	Neutral				Start 7/2014	
			N/A					
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
Human Resources Department establishes a schedule for conducting a 2.4.1 compensation review and defines a process for sharing the results with appropriate university leadership.	Target							
	Actual							

While the Strategic Plan process has brought enhanced focus to some of UMB’s actions, there can be no doubt that UMB has always been committed to recruiting and retaining underrepresented groups. Each of the University’s Schools, within the confines of federal law, has focused student recruitment strategies directed toward outreach to underrepresented minority groups as schools which historically educate those populations. The various admissions policies aspire to achieve a broadly diverse student

body and to this end, Schools engage in a highly individualized, holistic review of each applicant's file, giving consideration to all the ways that an applicant might contribute to a diverse educational environment. The qualities of students sought may be reflected in their background characteristics such as geographic origin, cultural and language backgrounds, racial, social, disability and economic barriers overcome; interpersonal skills, demonstrated by extracurricular pursuits, work or service experience, and leadership activities; potential for intellectual and social growth, demonstrated by personal talents and skills, maturity and compassion; and other special circumstances and characteristics that, when combined with academic skills necessary, promise to make a special contribution to the community. The University seeks to enroll meaningful numbers of students from groups that have been historically discriminated against to ensure their ability to make unique contributions to the character of the Campus' educational and social environment.

Additionally, the Schools also have obligations to their individual accreditation agencies each of whom, in some way, acknowledges the fact that fostering diversity in the profession is an important prong. Take, for example, Standard IS-16⁶ of the Liaison Committee on Medical Education:

IS-16. An institution that offers a medical education program must have policies and practices to achieve appropriate diversity among its students, faculty, staff, and other members of its academic community, and must engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds.

It continues with the following Annotation:

The LCME and the CACMS believe that aspiring future physicians will be best prepared for medical practice in a diverse society if they learn in an environment characterized by, and supportive of, diversity and inclusion. Such an environment will facilitate physician training in:

- * Basic principles of culturally competent health care.
- * Recognition of health care disparities and the development of solutions to such burdens.
- * The importance of meeting the health care needs of medically underserved populations.
- * The development of core professional attributes (e.g., altruism, social accountability) needed to provide effective care in a multidimensionally diverse society.

The institution should articulate its expectations regarding diversity across its academic community in the context of local and national responsibilities, and regularly assess how well such expectations are being achieved. The institution should consider in its planning elements of diversity including, but not limited to, gender, racial, cultural, and economic factors. The institution should establish focused, significant, and sustained programs to recruit and retain suitably diverse students, faculty members, staff, and others.

⁶ http://www.lcme.org/connections/connections-2012-2013/IS-16_2012-2013.htm

Lastly, the Secretariat Comments make plain:

[T]he fact that IS-16 is located in the Institutional Standards section of the Functions and Structure of a Medical School document reflects the fact that this standard is not solely about student diversity, but rather that it requires a school-wide policy defining the desired elements of diversity among students, faculty, and staff.

Continuous efforts are also made by the University's Department of Human Resource Services. Each year, the University's Diversity/EEO/AA Office coordinates various internal and external diversity initiatives to support the mission and goals of the University.⁷

UMB Mentoring Program

This program assists new hires in adapting successfully to the new workplace. It also helps them become oriented more quickly to the University and its goals, vision, and culture, while helping them assess their professional aspirations within our organization. New hires are randomly selected and paired with an employee who has been with the University five years or more. This structured mentoring program was successfully piloted in 2008. Participation in the program is voluntary. The mentoring relationship is special and based on open communication, mutual respect, and trust.

The program runs from June to December each year. For more information log onto <http://www.hr.umaryland.edu/diversity/mentoring.htm>

YouthWorks Summer Jobs Program

Each year the University collaborates with the Mayor's Office of Employment Development (OED) in its efforts to employ Baltimore City youth for six weeks of full-time summer employment. Through our 22 year partnership with OED, the University's program has been a model for others within the City of Baltimore, with its unique mentoring component that pairs students with staff/faculty and UMB students on campus. Guided mentoring activities help to provide educational and career direction for its participants.

In 2011, UMB hosted 13 students in the various areas across campus such as, Public Safety, URecFit, Office of Academic Affairs, Psychiatry, Oncology, and the Human Research Protections Office, just to name a few. Our "star" student, Jamesha Perkins, who worked in Neurology, has been the "poster child" for this effort and traveled around the City with Mayor Stephanie Rawlings Blake speaking on the success of the program. Overall the program enhances the students' future, as they are exposed to real work experiences. The University has benefited greatly from this program as many of the Baltimore City youth have made successful careers here at UMB.

Project Search

⁷ Participation in these programs by race/ethnicity/gender is broken down on Appendix C.

Through a continuing partnership between UMB, the Arc of Baltimore, the Baltimore City Public School System, and the Division of Rehabilitation Services (DORS), Project Search is a model in workforce and career development for adults and students with disabilities. This program creates internships for high school students to learn employable skills within the campus. It improves the student's probability of being employable and enhances the campus awareness of the potential of people with disabilities.

UMB was selected by Maryland Works as the "2008 State Employer of the Year" for employing people with disabilities. Our goal is to increase the number of internships of students served each year which could result in the hiring of some of the students, as well as broaden the scope throughout the University System of Maryland and the surrounding community. In 2010, UMB achieved part of this goal as the University of Maryland Medical Center (UMMC) joined its efforts in this beneficial program.

Individuals With Disabilities Program Efforts

Diversity/EEO/AA evaluates disability accommodation requests from employees in compliance with the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973. The ADA was designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities. The Associate Vice President of Human Resource Services, Marjorie L. Powell, chairs the ADA Steering Committee. The Diversity/EEO/AA Manager, Sheila K. Greenwood, and Specialist, Camille Givens-Patterson serve on the committee to address issues of disability and access at UMB. The ADA Steering Committee is designed to strengthen the University's commitment to the law, policy, and principles of equal access and opportunity for persons with disabilities.

The ADA Steering Committee is organized to ensure that all parts of the organization are represented in ADA issues and that we speak in one voice in compliance with the law. The committee is comprised of various faculty, staff, students, and individuals with disabilities from the campus community.

Under the ADA Steering Committee, the University participates in the Access Maryland program through the Maryland Department of Disabilities (MDOD). The purpose of the program is to bring state-owned facilities into compliance with state and federal mandates requiring access for person with disabilities. The University maintains a transition plan under MDOD. This plan is a three-year living document that helps the campus estimate the cost of removing barriers to accessibility. This plan is also a required in order to request funding for the projects from MDOD. In FY 13, the University will receive \$167,750 for select project improvements. The FY 14 request has been submitted to MDOD and the University is currently awaiting its results.

3. Efforts to Create Positive Interactions and Cultural Awareness

Campus-wide Efforts

The Office of Academic Affairs/Campus Life Services is responsible for **Heritage/History Month** programming that takes place throughout the year which provides a unique setting for interdisciplinary encouragement of broad social, cultural, recreational, and education programming for the entire University community. Each year, the offerings increase as suggestions are welcomed from the University's diverse and vibrant student, staff and faculty members.

Each Heritage/History Month program⁸ aims to:

- Provide an understanding of the multiple perspectives of others, while valuing one's own heritages, experiences and values;
- Encourage an appreciate for the interactive relationship of race, sexual orientation, class and gender in society;
- Articulate views and experiences around race, sexual orientation, class and gender by integrating personal experiences and academic perspectives;
- Appreciate the role that arts and cultural events can play in developing an enlightened and culturally-empowered perspective; and
- Influence social change on campus and in society with creativity, integrity and compassion.

Other educational efforts took place during the year as well. In October, 2012, the Office of Educational Support and Disability Services and the UM ADA Steering Committee co-sponsored an **"ADA Workshop: Understanding the New Guidelines"** which allowed students, faculty and staff to receive an update on ADA law and instruction on self-advocacy. Also in October, Human Resource Services hosted a **"Disability Education and Awareness Day"** in recognition of National Disability Employment Awareness Month.

The President's Office communicates its commitment to advancements in diversity through the annual Dr. Martin Luther King, Jr. lecture and the presentation of the **Diversity Recognition Award**⁹ named in Dr. King's honor. Through the nomination process, the entire University gets an opportunity to promote the hard work of dedicated students and faculty who are leaders amongst our University community and who embody our commitment to promoting diversity and inclusion. The recipient of the 2012 Award was the **Promise Heights Initiative**¹⁰ wherein UMB, community non-profits and faith based organizations have joined together to form a partnership to improve educational and developmental outcomes for children and families in the West Baltimore neighborhood of Upton/Druid

⁸ A list of partial list of programs is attached as Appendix D.

⁹ <http://www.oea.umaryland.edu/communications/news/?ViewStatus=FullArticle&articleDetail=19716>

¹⁰ http://www.ssw.umaryland.edu/promise_heights/Promise%20Heights/

Heights. The event also featured the film premiere of the documentary **Walter P. Carter: Champion for Change**. Mr. Carter played an integral role in advancing equal rights for African-Americans in Baltimore City and throughout Maryland.

Another annual endeavor of the President's Office is its **Student Leadership Institute**.¹¹ It provides instruction on a no-fee, no-credit basis to student participants from a variety of schools. Specific topics include: Leading in a Diverse and Global Society; Cultural Understanding; and Cross Cultural Communication.

School Specific Efforts

Detailed information regarding UMB's efforts to incorporate instruction on cultural sensitivity and cultural competency (as well as health literacy and health disparities) was submitted to the Office of Minority Health and Health Disparities, Maryland Department of Health and Mental Hygiene in November of 2012 pursuant to the Maryland Health Improvement and Disparities Reduction Act of 2012.

In the 50+ pages of reporting, UMB detailed relevant coursework, clinical experiences, field training and other academic and co-curricular activities. Rather than attempt to excerpt portions of these reports for inclusion here when most of what is documented there is relevant to the "positive interactions and cultural awareness" query, UMB's report to DHMH has been included as Supplement A.

4. Institutional Demographic Data Requested by USM

Included as Supplement B.

¹¹ <http://www.umaryland.edu/islsi/pi/psli/lunch.html>

Appendix A

Diversity and Culture of Inclusion Implementation Team Members

Co-Chairs

Pete Gilbert, MSF

Senior Vice President and Chief Operating Officer

Roger Ward, EdD, JD, MPA

Chief Accountability Officer

Associate Vice President, Academic Affairs

Members

Jessica Bird, MEd

School of Medicine

Director of Human Resources

Gregory Carey, PhD

School of Medicine

Assistant Professor

Meryl Eddy, JD

University Counsel

Vanessie Fahie, PhD, RN

Assistant Professor

School of Nursing

Courtney Jones

Director, Inter-Professional Service Learning & Student Initiatives

Academic Affairs - Campus Life Services

Amy Ramirez

Director, International Scholar & Student Services

Academic Affairs - Campus Life Services

Appendix B

Goal 1: Promote a commitment to diversity and culture of inclusion.

Tactic 1:	Priority	Start			Fiscal Impact		Status	
1.1 Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives.	1	2013			Neutral		Underway	
					N/A			
Metrics:	Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
1.1.1 Formally assign responsibility for diversity and inclusion initiatives to the Diversity Advisory Council.	Target	Yes	-	-	-	-		
	Actual	Yes	-	-	-	-		
Tactic 2:	Priority	Start			Fiscal Impact		Status	
1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council.	3	2014			Minimal		Starts 7/2013	
					IR/Ongoing			
Metrics:	Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
1.2.1 Diversity and inclusion fellowship job description approved by the Diversity Advisory Council.	Target	-	Yes	-	-	-		
	Actual							
1.2.2 Diversity and inclusion fellow selected by the Diversity Advisory Council.	Target	-	Yes	-	-	-		
	Actual							
Tactic 3:	Priority	Start			Fiscal Impact		Status	
1.3 Appoint in each school a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.	1	2013			Neutral		Start 9/2012	
					N/A			
Metrics:	Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
1.3.1 Liaison to the Diversity Advisory council appointed by each school.	Target							
	Actual							
Tactic 4:	Priority	Start			Fiscal Impact		Status	
1.4 Conduct a University-wide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives.	1	2014			Minimal		Start 9/2013	
					IR/Ongoing			
Metrics:	Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
1.4.1 Complete a university-wide diversity and inclusion assessment.	Target							
	Actual							
1.4.2 Launch pilot program(s) and initiative(s) identified by the assessment to address relevant issues.	Target							
	Actual							
Tactic 5:	Priority	Start			Fiscal Impact		Status	
1.5 Administer a periodic survey to assess the campus climate on diversity and inclusion issues.	1	2016			Minimal		Start 1/2016	
					Ongoing			
Metrics:	Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
1.5.1 Schedule for periodic assessment of the campus climate established by the Diversity Advisory Council.	Target							
	Actual							

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.

Tactic 1:	Priority	Start		Fiscal Impact		Status		
2.1 Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes.	2	2014		Minimal	Start 1/2014			
				Ongoing				
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.1.1 Descriptions of diversity and inclusion initiatives submitted to the Diversity Advisory Council for review by each academic and administrative unit.	Target							
	Actual							
2.1.2 Accountability mechanism to assess diversity and inclusion initiatives developed by the Diversity Advisory Council.	Target							
	Actual							

Tactic 2: Responsible Party: Marjorie Powell	Priority	Start		Fiscal Impact		Status		
2.2 Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders.	1	2013		Neutral	Start 3/2013			
				N/A				
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.2.1 Performance appraisal standards for university leaders include 'promotion of diversity and inclusion' as a criterion for review.	Target							
	Actual							

Tactic 3: Responsible Party: President Jay Perman	Priority	Start		Fiscal Impact		Status		
2.3 Promote diversity among faculty and leadership.	1	2013		Neutral	Underway			
				N/A				
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.3.1 The Diversity/EEO/AA Manager assesses the diversity of the tenured faculty and senior administrative staff and presents findings to the Diversity Advisory Council.	Target							
	Actual							
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.3.2 The Diversity Advisory Council reviews findings of the Diversity/EEO/AA Manager (see, metric 2.3.1) and proposes recommendations for enhancing diversity the University's executive leadership.	Target							
	Actual							

Tactic 4:	Priority	Start		Fiscal Impact		Status		
2.4 Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.	3	2014		Neutral	Start 7/2014			
				N/A				
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.4.1 Human Resources Department establishes a schedule for conducting a compensation review and defines a process for sharing the results with appropriate university leadership.	Target							
	Actual							

Tactic 5: Responsible Party: Laura Kozak	Priority	Start		Fiscal Impact		Status		
2.5 Publicize events and programs that recognize and celebrate diversity and promote inclusion.	1	2013		Minimal	Underway			
				Ongoing				
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.5.1 The University community is able to access an online calendar that highlights events and programs that celebrate diversity and promote inclusion.	Target							
	Actual							

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

Tactic 1:	Priority	Start	Fiscal Impact				Status	
3.1 Create a cultural competency initiative that promotes cultural competency throughout the University.	2	2015	Minimal		Start 5/2015			
			Ongoing					
Metrics:	Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
A value proposition for cultural competency is drafted by the Diversity 3.1.1 Advisory Council and presented to the University's executive leadership for consideration and adoption.	Target							
	Actual							
Metrics:	Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
Promote and support cultural 3.1.2 competency through programming directed at students, faculty, and staff.	Target							
	Actual							

Tactic 2:	Priority	Start	Fiscal Impact				Status	
3.2 Establish a resource on professionalism to guide the University's effort in promoting cultural competency as an essential and desirable attribute in the ongoing growth and development of faculty, staff, and students.	2	2014	Minimal		Start 9/2013			
			Ongoing					
Metrics:	Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
Interdisciplinary programs to help build 3.2.1 cultural competence among student leaders in the health, legal and human services professions promoted by the	Target							
	Actual							

Tactic 3:	Priority	Start	Fiscal Impact				Status	
3.3 Offer a training program that prepares faculty, staff, and University leaders to be advocates, and spokespeople for cultural competency initiatives across the University.	2	2014	Minimal		Start 9/2013			
			Ongoing					
Metrics:	Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
Programs to help build cultural 3.3.1 competence among the University's executive leadership is promoted by the Diversity Advisory Council.	Target							
	Actual							
Metrics:	Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
Training program that prepares faculty and staff to lead and champion cultural 3.3.2 competency initiatives across the University launched by the Office of Academic Affairs and the Human Resources Department.	Target							
	Actual							

Appendix C

Human Resource Services Office Programs

Youth Works Summer Jobs Program

- Collaboration between the Mayor's Office of Employment Development, the Baltimore City Schools and local employers like UM
- UM's 23rd year of participation in 2012
- Six week, full-time employment on campus
- A unique mentoring component which pairs students with staff/faculty and UM students on campus
- Guided mentoring activities to provide educational and career direction
- Enhancing program by increasing student employment through an increase in campus departmental and school participation

2012 Program Participant Demographics

Student Employees = 18

Race/Ethnic

Black/African American (18)

Gender

(15) female (3) male

Supervisors = 16*

Race/Ethnic

Caucasian (5)
Black/African American (11)*
(*female supervised 2 students)

Gender

(15) female (1) male

Mentors = 10

Race/Ethnic

Caucasian (3)
Black/African American (7)

Gender

(10) female

The UM Mentoring Program

- Created to help new employees become oriented to the University and its goals, vision, and culture; helping them assess their professional aspirations within our organization
- 9 new hires were paired with an equal amount of seasoned employees for six months in 2012
- For more information <http://www.hr.umaryland.edu/diversity/mentoring.htm> and the February, 2012 article in the VOICE <http://umvoice.com/2012/02/mentoring-program-provides-information-support-for-new-employees/>
- Goal - enhancing the program by increasing participation each year

2012 Program Participant Demographics

Protégés (New Hires) = 9

Race/Ethnic		Gender	
Caucasian	2	(7) females	(2) males
Black/African American	6		
Hispanic	1		

Mentors = 9

Race/Ethnic		Gender	
Caucasian	7	(6) females	(3) males
Black/African American	2		

Project Search 2012

- A partnership between UMB, The Arc Baltimore, Baltimore City Public Schools, and the Division of Rehabilitation Services (DORS).
- A model in workforce and career development for adults and students with disabilities
- Creating internships for high school students to learn real-life work skills within the campus
- It improves the students probability of being employable and enhances the campus awareness of the potential of people with disabilities
- UM has been selected by Maryland Works as the “2008 State Employer of the Year” for employing people with disabilities
- Our goal is to increase the number of internships of students served each year which could result in the hire of some of the students, as well as broaden the scope throughout University System of Maryland and the surrounding community

Project SEARCH Staff (4 total):

4 Female

3 African-American, 1 Caucasian

Adults with Disabilities employed by UM who are supported by the Project SEARCH Adult Employment Program (16 total):

3 Female, 13 Male

13 African-American, 2 Asian, 1 Caucasian

Students with Disabilities who are participating in the Project SEARCH High School Transition Program 2012-2013 School Year (12 total):

6 Female, 6 Male

12 African-American

Appendix D

Heritage/History Month Programs

<u>Initiative</u>	<u>Program</u>
Black History Month	Spotlight Artist
Black History Month	Prep School Negro Documentary
Black History Month	Afro-Caribbean Dance Fitness
Black History Month	Civil Rights: A Woman For Change in the 1950s - Helena Hicks
Black History Month	Afro-Caribbean Dance Fitness
Black History Month	Book Discussion & Signing: Is Marriage for White People
Diversity & Inclusion	Safe Space Training
Black History Month	Afro-Caribbean Dance Fitness
Black History Month	Natural Hair Demonstration
Women's History Month	Documentary Screening: Born into Brothels
Women's History Month	Spotlight Artist
Women's History Month	The Vagina Monologues
Asian American/Pacific Islander Heritage Month	Sushi Fest
Asian American/Pacific Islander Heritage Month	Documentary Screening: CAN
Asian American/Pacific Islander Heritage Month	Spotlight Artist
Asian American/Pacific Islander Heritage Month	Calligraphy Class
Asian American/Pacific Islander Heritage Month	Qi Gong & Stress Reduction
Hispanic Heritage Month	Salsa Demonstration & Lesson
Hispanic Heritage Month	2012 Apocalypse & the Mayan Calendar
Hispanic Heritage Month	Health Disparities among the LGBT Latino Community
Hispanic Heritage Month	Spotlight Artist
LGBT Heritage Month	Working while LGBTQ
Hispanic Heritage Month	Spotlight Musician
LGBT Heritage Month	Coming Out Day
LGBT Heritage Month	Ally Week
LGBT Heritage Month	Safe Space Training
LGBT Heritage Month	Gender Inclusive Self Defense
LGBT Heritage Month	Suicide Prevention Training
American Indian Heritage Month	Spotlight Artist
American Indian Heritage Month	Contemporary Concerns of Natives Today

Diversity & Inclusion	Safe Space Training
Diversity & Inclusion	Safe Space Training
National Hunger & Homelessness Week	Homelessness & Youth in Baltimore City
World AIDS Day Week	Documentary Screening: Deep South
American Indian Heritage Month	Two Spirit Then & Now
American Indian Heritage Month	Pow Wow
World AIDS Day Week	HIV Lunch & Learn
World AIDS Day Week	World AIDS Day Resource & Involvement Fair
World AIDS Day Week	Living Ribbon
World AIDS Day Week	Confidential HIV Testing & Care Services

Supplement A

MHEC Report

Maryland Health Improvement and Disparities Reduction Act of 2012

University of Maryland, Baltimore

November, 2012

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Medicine

Degree(s) Offered: Doctorate

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Curricular material concerning cultural competency is woven throughout the full four years of the medical student experience and includes classroom, small group, and observed behavioral activities. Cultural competency as one aspect of professionalism is emphasized from the time of application to medical school until graduation. Applicants are expected to have a broad life experience and are often questioned during the interview process as to their views about cross-cultural matters.

During the latter years of medical school, many of the field placements include seminars or small group sessions where cultural competency issues are discussed, and each clinical rotation is designed to maximize student time spent on improving communication strategies. Students in clinical settings are specifically evaluated on professionalism scales including the doctor-patient relationship across the spectrum of actual and standardized patients that they encounter on their varied rotations. This information is captured electronically as part of the student performance record. During the fourth year, all students take the U.S. Medical Licensing Examination (USMLE), part of which is a standardized patient exercise using a cross-section of patients representing different age, race and gender groups. The School of Medicine closely tracks performance on this examination as it attempts to replicate clinical problems in a diverse patient population.

The Liaison Committee on Medical Education (LCME) conducts regular site surveys and reviews the extensive self-study provided by the School of Medicine. At our most recent survey, no concerns were raised in the area of cultural competency, and the approach to professionalism was cited as excellent. The professionalism initiative has a number of programs to address problems of professionalism including concerns about mistreatment of patients. The following is the LCME standard:

IS-16. An institution that offers a medical education program must have policies and practices to achieve appropriate diversity among its students, faculty, staff, and other members of its academic community, and must engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds.

The LCME believes that aspiring future physicians will be best prepared for medical practice in a diverse society if they learn in an environment characterized by, and supportive of, diversity and inclusion. Such an environment will facilitate physician training in:

- Basic principles of culturally competent health care.
- Recognition of health care disparities and the development of solutions to such burdens.
- The importance of meeting the health care needs of medically underserved populations.

- The development of core professional attributes (e.g., altruism, social accountability) needed to provide effective care in a multidimensionally diverse society.

The institution should articulate its expectations regarding diversity across its academic community in the context of local and national responsibilities, and regularly assess how well such expectations are being achieved. The institution should consider in its planning elements of diversity including, but not limited to, gender, racial, cultural, and economic factors. The institution should establish focused, significant, and sustained programs to recruit and retain suitably diverse students, faculty members, staff, and others.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
Introduction to Clinical Medicine I & II	Year I & II Large group lectures and small group discussions are held on the doctor-patient relationship, including communication strategies, racial and ethnic disparities, spirituality, death and dying, gender and sexual orientation differences, socioeconomics, cultural diversity in medicine, professional boundaries, and ethics and professionalism. Students are observed and videotaped with standardized patients who represent a wide range of age, gender and ethnic combinations. The course includes a required service learning community project.	Doctorate	296 Hour plus community project of at least 15 hrs	Required	360 (Years I and II have roughly 160 students)
Medical Spanish	Year I & II Course provides an opportunity for students to enhance their Spanish	Doctorate	40 Hours over 4 terms	Elective – 15 students	0 (course was not offered due to

	language skills, learn medical terminology in Spanish, work in Spanish-speaking communities, and learn about the various cultures.		Plus 80 hours over 4 terms of practical experience	per class	unexpected death of faculty member. Will resume in 2012-13.)
Neuroscience	Year I Course includes a module of lectures and clinical correlations that emphasize communication strategies, socioeconomics, quality care, and patient respect.	Doctorate	116 hours	Required	160
Host Diseases and Infectious Diseases	Year II Students are instructed in the entire spectrum of infectious diseases, including how to diagnose and treat the infections, what populations are most likely to be inflicted with the disease, and what genetic, racial, gender, behavioral and other factors might affect disease susceptibility or treatment outcome. Cultural differences in susceptibility and disease response are presented throughout the 11-week course as part of formal lectures, small group discussions and clinical correlations.	Doctorate	208 hours	Required	160
Pathophysiology & Therapeutics I & II	Year II Course includes lectures and small group discussions to address such topics as communication strategies, minority health, women's health, substance abuse, geriatrics, and genetics.	Doctorate	432 hours	Required	160

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course

- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
Medicine Clerkship Year III Clinical rotation includes exposure to issues relevant to patient spirituality, respect for the patient's point of view, and communication strategies.	Doctorate	Graded	480 hours	Required	160
Area Health Education Center (AHEC) Clerkship Year IV Clinical rotation includes an emphasis on communication strategies; racial, ethnic and socioeconomic disparities; health care access and delivery; geriatrics; rural medicine; and homelessness, poverty, and the working poor. Students practice in underserved urban and rural communities.	Doctorate	Graded	160 hours	Required	160
FAPH 541: Family and Community Medicine – Ambulatory Year IV Clinical course provides in-depth training and experience in treating a broad breadth of patients commonly seen in family medicine and developing a greater appreciation for the ways in which a family physician can serve the community.	Doctorate	Graded	160 hours	Elective	5
FAPH 544: Complementary and Alternative Medicine (CAM) Year IV Students cultivate an increased awareness about CAM therapies in an objective and open-minded manner. They analyze the evidence base for CAM, evaluate the benefits and safety, and gain clinical experience in CAM therapies. Students improve their ability to communicate with patients, colleagues, and practitioners about CAM therapies.	Doctorate	Graded	160 hours	Elective	15

<p>MEDC 541-F: Internal Medicine – Ambulatory Year IV A demographically diverse patient population characterizes the primary care practice site. Clinical learning skills include familiarity with the common clinical problems presenting in the primary care setting, familiarity with important aspects of the medical interview, and familiarity with an evidence-based approach to patient assessment and treatment. The clinical experience is combined with case conferences and didactic sessions that cover the broad array of internal medicine problems.</p>	Doctorate	Graded	160 hours	Elective	0
<p>CARD 543: Cardiology – Hypertension Year IV Students learn the basic principles of evaluating and treating patients for essential and/or secondary hypertension and follow-up of medical consequences of this disease process. Students can choose to participate in an ongoing NIH research program called “The Baltimore Partnership to Reduce Racial Disparities in Hypertension and Diabetes Control.” The partnership grant is between the University of Maryland and Bon Secours Health System.</p>	Doctorate	Graded	160 hours	Elective	1
<p>PSYH 544: Addiction Psychiatry Students gain an intensive clinical experience in a broad spectrum of substance abuse programs. Goals include familiarizing each student with the diverse patient population and the multiple levels of care involved in treating substance abusers, including the primary care setting. Students are introduced to the important role played by physicians in the treatment of substance abuse.</p>	Doctorate	Graded	160 hours	Elective	4
Clinical Skills Examination	Doctorate	Graded		Required	160

Year IV Examination (required for graduation) uses 10-12 different medical problems and is designed so that all students must be able to communicate with and discuss medical problems with a wide range of patients. Literature is reviewed for relevant health care discrepancies.					
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C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Student National Medical Association 1. Youth Science Enrichment Program once a month at an urban elementary school to stimulate interest in science and health. 2. Health Professions Recruitment & Exposure Program at area high schools to expose high school students to science-related activities and introduce them to health careers. 3. Minority Professions Recruitment and Exposure Program where pre-med students are given information, tours and mentoring by our med students. 4. Community Fest health information fair at Lexington Market. 5. Regional Meeting (every other year) brings premed students to UMSOM for a day to learn about being a medical student, SNMA etc. 6. Student Day for all SNMA programs where students can visit and network with medical students and faculty here and get an idea of a day in the life of a medical student. 7. Student Health Initiative giving health information to the community on a regular basis.	Doctorate	Elective	Unlimited

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

End of course/rotation for those with multiple choice exams.
 Clinical assessment ongoing during course/rotation with clinical interaction component.
 Clinical simulations several times throughout the year in years I and II, with many rotations in year III.
 USMLE clinical skills exam in year IV.
 Graduation Questionnaire annually to graduating students.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

See below for results from most recent LCME Graduation Questionnaire.

Diversity

20. Based on your experiences, indicate whether you agree or disagree with the following statements (Scale: 1=Strongly Disagree to 5=Strongly Agree)

		Ratings					Mean	Count
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
My knowledge or opinion was influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.								
Maryland, U of	2008	2.9 % _a	7.2 % _b	19.4 % _c	33.8 % _d	36.7 % _e	3.9	139
Maryland, U of	2009	1.6	3.9	16.3	48.1	30.2	4.0	129
Maryland, U of	2010	1.4	3.5	15.5	60.6	19.0	3.9	142
Maryland, U of	2011	0.0	5.9	15.8	64.4	13.9	3.9	101
Maryland, U of	2012	0.0	3.0	15.8	49.5	31.7	4.1	101
All Schools	2012	1.1	3.7	18.2	56.6	20.4	3.9	12,245
The diversity within my medical school class enhanced my training and skills to work with individuals from different backgrounds.								
Maryland, U of	2009	1.6	7.8	22.5	38.0	30.2	3.9	129
Maryland, U of	2010	3.5	4.9	16.8	48.3	26.6	3.9	143
Maryland, U of	2011	1.0	5.0	15.8	61.4	16.8	3.9	101
Maryland, U of	2012	1.0	5.0	17.8	42.6	33.7	4.0	101
All Schools	2012	3.4	9.3	21.3	43.8	22.3	3.7	12,242

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

n/a

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
Research and Education - Baquet: The University of Maryland School of Medicine Program in Minority Health and Health Disparities Education and Research (PMHHD) educates current and future health professionals about issues related to health disparities, supports relevant multidisciplinary research and fosters quality clinical care for minorities and diverse populations.	ongoing	Current and future health professionals	Unlimited

<p>The program has three core areas of focus: education, research and clinical outcomes. It implements a curriculum that focuses on undergraduate medical education, faculty development, training and continuing medical education. It also develops tools to systematically define, measure, and assess health disparities, develop prevention and intervention strategies for delaying the onset or progression of diseases which contribute to health disparities, develop new and improved screening and diagnostic modalities and therapeutic approaches, and advance the understanding of etiologic and progressive factors of diseases where disparities exist in vulnerable populations. The anticipated outcomes will be the prevention of bias in clinical care and the elimination of treatment disparities.</p> <p>http://medschool.umaryland.edu/minorityhealth.asp</p>			

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health: Genetic Counseling (offered through the School of Medicine)

Degree(s) Offered: Master's

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The field of Genetic Counseling is one that mandates practitioners recognize and incorporate cultural sensitivity, cultural competency, health literacy, and awareness of health disparities into all aspects of training.

As described by the American Board of Genetic Counseling, a genetic counselor is a health professional who is academically and clinically prepared to provide genetic services to individuals and families seeking information about the occurrence, or risk of occurrence, of a genetic condition or birth defect. The genetic counselor practices as part of a genetic services delivery team. The genetic counselor communicates genetic, medical, and technical information in a comprehensive, understandable, non-directive manner with knowledge of and insight into the psychosocial and ethno-cultural experiences important to each client and family. The counselor provides client-centered, supportive counseling regarding the issues, concerns, and experiences meaningful to the client's circumstances.

Genetic counseling includes:

- (a) eliciting and interpreting individual and family medical, developmental and reproductive histories;
- (b) determining the mode of inheritance and risk of occurrence and recurrence of genetic conditions and birth defects;
- (c) explaining the etiology, natural history, diagnosis, and management of these conditions;
- (d) interpreting and explaining the results of genetic tests and other diagnostic studies;
- (e) performing a psychosocial assessment to identify emotional, social, educational, and cultural issues;
- (f) evaluating the client's and/or family's responses to the condition or risk of occurrence;
- (g) providing client-centered counseling and anticipatory guidance;
- (h) promoting informed decision-making about testing, management, reproduction, and communication with family members;
- (i) identifying and using community resources that provide medical, educational, financial, and psychosocial support and advocacy; and
- (j) providing written documentation of medical, genetic, and counseling information for families and other health professionals.

In order to maintain ABGC accreditation, the MGC program is required to provide instruction and have students demonstrate mastery of a number of important concepts which include but are not limited to: Individual Psychosocial Development; Family Dynamics; Multicultural Sensitivity and Competency; Health and Social Policy; and Community, Regional, and National Resources.

The MGC program provides instruction in each of the areas of cultural sensitivity, competence, health literacy and health disparities and they serve as an overarching theme in the majority of course content.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
HGEN 610	<p>Through case presentation and group discussion with students and faculty, Master's in Genetic Counseling students evaluate their role and improve their skills in the genetic counseling process. The medical, psychosocial, socioeconomic, cultural, and ethical issues encountered in concurrent clinical rotations will be thoroughly explored.</p> <p><u>Learning Objectives and Competencies:</u></p> <ol style="list-style-type: none"> 1. Identify, analyze and understand the medical, psychosocial, socioeconomic, cultural, and ethical issues inherent in the genetic counseling process. 2. Evaluate counseling skills, style and effectiveness. 	Master's	1	Required	13
HGEN 611	This two-semester course will give students hands-on experience with genetic support groups as well as identify and analyze critical literature in the grief and coping body of knowledge with regards to genetic disorders. Each student will	Master's	2	Required	7

	<p>select a camp to volunteer to complete service based learning between the first and second years of study. Additionally, students will attend a minimum of two support group meetings per semester in the Baltimore area. They may also volunteer for a local, regional or national support group meeting.</p> <p><u>Learning Objectives and Competencies:</u></p> <p>Through this experience students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the role of support groups for families affected by genetic disorders. 2. Understand the organization of support groups and the services they offer. 3. Identify and access local, regional, and national support group resources and services for clients as appropriate with consideration to psychosocial and cultural issues. 4. Appreciate the impact of genetic disease on the individual and/or family. 5. Interact with individuals who have a genetic disease. 				
HGEN 615	<p>This course is designed to give both 1st and 2nd year students a forum to critically evaluate current topics in the genetics profession and develop various clinical skills that will enhance clinical practice. Students will participate in group discussion of current topics in the genetics literature. Additionally, they will complete a series of assignments and presentations designed to develop creative educational tools and improve familiarity with genetics</p>	Master's	1	Required	13

	<p>activities and resources.</p> <p><u>Learning Objectives and Competencies:</u></p> <ol style="list-style-type: none"> 1. Critically evaluate and demonstrate an understanding of current topics in the fields of genetics. 2. Develop an awareness for varying teaching methods and tools that may be applied to patients and their families in diverse clinical settings. 3. Synthesize and summarize pertinent medical and genetic information in different cultures and populations. 4. Demonstrate familiarity with genetic, medical and social science literature and clinical applications. 				
HGEN 620	<p>This course is designed to introduce the principles of the field of genetic counseling. This lecture series will cover the history behind the development of genetic counseling as a profession, and the concepts of nondirectiveness and patient autonomy will be emphasized throughout the course. In addition, applications of genetic counseling in medical care will be demonstrated, with special attention to the psychosocial and communication aspects of the field. This course is designed to complement HGEN 728, Clinical Genetics I, and along with HGEN 621, will help prepare students for clinical rotations the following year.</p> <p><u>Learning Objectives and</u></p>	Master's	2	Required	7

	<p><u>Competencies:</u></p> <ol style="list-style-type: none"> 1. Understand the genetic counseling profession and the concept of nondirectiveness and non-prescriptiveness from a historical, theoretical, and practical perspective. 2. Apply the core components of a genetic counseling session including pedigree construction, risk assessment, communication of genetic information (with cultural, socioeconomic and educational awareness), and knowledge of screening and diagnostic techniques in a prenatal and pediatric setting. 3. Identify appropriate resources for case preparation, management and client referral. 4. Address the psychosocial aspects of a genetic counseling session including decision-making, giving bad news, pregnancy termination, and loss, grief, and bereavement using client-centered counseling techniques. 				
HGEN 621	<p>This course is designed to complement HGEN 620 and introduces the student to advanced topics in genetic counseling. Genetic counseling in specific practice areas including cancer genetics, assisted reproductive technology, psychiatry and teratology will be presented. Client-centered counseling theory and multicultural counseling will also be addressed. To emphasize the psychosocial aspects of genetic disease, guest lecturers who have direct experience with a particular</p>	Master's	2	Required	7

	<p>genetic disease will discuss their experiences. This course is designed to fine-tune the student's sensitivity to the psychosocial issues and to prepare them for clinical rotations. (Prerequisite: HGEN 620 or equivalent)</p> <p><u>Learning Objectives and Competencies:</u></p> <p>At the completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 5. Apply principles and practice of genetic counseling in a variety of specialty areas including teratology, cancer, psychiatry and assisted reproductive technologies. 6. Understand the impact of genetic disease on the individual and family and be aware of the disability and ethnocultural issues encountered in the genetic counseling process. 7. Utilize client-centered counseling skills in a clinical setting. 				
HGEN 750	<p>This course is designed as a forum for discussing the ethical, legal and societal issues associated with genetic counseling. The diversity of roles of genetic counselors in a variety of settings will be presented along with professional issues such as licensure and reimbursement. The National Society of Genetic Counselors' Code of Ethics as well as practice based competencies as described by the American Board of Genetic Counseling are critically analyzed.</p> <p><u>Learning Objectives and Competencies:</u></p>	Master's	2	Required	6

	<ol style="list-style-type: none"> 1. Understand how genetic counselors function as part of a health care delivery team with professionals from a variety of areas including neonatology and pastoral care. 2. Understand the legal and ethical issues inherent in genetic counseling and how the NSGC Code of Ethics can be applied in practice. 3. Understand the essentials of risk management including liability insurance and medical record documentation. 4. Discuss the diversity of roles of genetic counselors in a variety of settings and professional issues. 5. Understand complicated secondary issues that influence the genetic counseling process. 				
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Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course

- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits / Hours	Required or Elective?	# of Student Completions
Standardized patient experience (2 per year) Students are required to complete two standardized patient encounters per year (each session is approximately one hour in length) (4 in total for graduation). Through these standardized patients, students must demonstrate awareness and application of health literacy, cultural awareness and competence. Sessions are reviewed with a faculty member and evaluated mastery of the genetic counseling process as	Masters	Ungraded	4	Required	13

described above.					
Clinical rotations – each 2 nd year MGC student completes 3 (12 week blocks) clinical rotations (20 hours per week) to develop necessary genetic counseling skills. Genetic counseling services are provided under the supervision of a certified genetic counselor. In order to pass, students must demonstrate mastery of the genetic counseling process with attention to awareness and application of health literacy, cultural awareness and competence.	Masters	Pass/fail	9	Required	6

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Each student must participate in a service learning component of the MGC program in which they volunteer one week at a camp (day or overnight) for children with genetic disorders. This camp experience helps students to recognize the diversity of our patient population as well as differing needs of the patients.	Master's	Required	7
Genetic counseling cultural competency workshop- The MGC program hosted a two day cultural competency workshop by Nancy Warren (author and developer of the Genetic Counselor Cultural Competence Toolkit) for our students and faculty members in September 2011.	Master's	Required	13
Students are asked to complete a cultural awareness online assessment of their choosing prior to the start of course instruction in the summer of their first year.	Master's	Elective	7

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

All first year students must maintain a journal documenting clinical and classroom based experiences. These journals are reviewed by the program director and used to identify areas for students to base future growth. Additionally, students are required to complete several essays and written exams that assess overall awareness of these issues. Lastly, students participate in two discussion based courses where growth and change are monitored by faculty.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

Prior to matriculation into the MGC program, students are asked to complete an online assessment of their cultural competency. <http://nccc.georgetown.edu/documents/ChecklistCSHN.pdf> This process is the first introduction for the students into their own level of awareness and knowledge. From this point on, students are then taught the process of genetic counseling with attention to issues in cultural sensitivity, cultural competency, health literacy, and awareness of health disparities. Students meet with the program director at least every 6 weeks throughout their training. One topic during these meetings is focused on overall patient awareness.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

N/A

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Students are regularly invited to participate in community based health fairs and outreach educational opportunities as they present themselves to the MGC program		Baltimore-Washington DC community members	
2.			
3.			
4.			
5.			

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health: Graduate Program in Life Sciences (offered through the School of Medicine)

Degree(s) Offered: Master's, Doctorate

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Addressed through understanding disparities in health care and policy and/or program approaches to address disparities.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
GERO 672 Issues in Aging Policy	The goals of the course are to provide: 1. An introduction to the theoretical models and concepts of public policy and apply them to aging policy; 2. An initial examination of the major public policy controversies facing aging societies; 3. Exposure to the political process as it affects aging policy; 4. An understanding of the role of organizations in the public policy process; 5. Some initial tools in analyzing social and health policies in aging; and 6. Familiarity with the relevant literature in aging, health and social policy.	Doctorate	3	Required	6-12 students every 3 semesters
PREV 648	This course examines the	Master	3	Required	15-22

<p>Health Care Administration and Evaluation</p>	<p>underlying foundations of health policy and explores the political factors behind the health system. Topics include: municipal, state, national, and international organizational systems; health maintenance organizations (HMOs); health care costs; cost containment and quality; regulations; planning and evaluation; data sources; workforce issues, and applied problem solving.</p> <p>A specific lecture on Health Disparities is done each semester.</p>	<p>and Doctorate</p>			<p>students each fall and summer semesters</p>

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

<p>B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)</p>	<p>Degree Level</p>	<p>Graded or Ungraded ?</p>	<p># of Credits / Hours</p>	<p>Required or Elective ?</p>	<p># of Student Completions</p>

<p>C. Other Student-Centered Academic Activities (please describe)</p>	<p>Degree Level</p>	<p>Required or Elective ?</p>	<p># of Student Participants</p>

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

Changes in knowledge

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

End of semester exam

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

Students have a better understanding of concept of social and economic disparities as it relates to the older adult.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

N/A

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1.			
2.			
3.			
4.			
5.			

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Dentistry

Degree(s) Offered: Certificate, Bachelor's, Master's, Doctorate

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

a. Predoctoral Program (DDS)

The Commission on Dental Accreditation Standard 2-17 for the predoctoral DDS program is related to cultural sensitivity, cultural competency, health literacy, and health disparities. The Standard reads as follows.

“Graduates must be competent in managing a diverse patient population and have the interpersonal and communications skills to function successfully in a multicultural work environment.”

Standard 2-17 has led to the following Predoctoral Program (DDS) Competency Statement.

1. Communicate with and provide care for a diverse population of patients.
2. Formulate and present to a patient a primary treatment plan and alternative plans based on relevant findings and individual patient considerations.

b. Dental Hygiene Program (DH)

The Commission on Dental Accreditation Standards 2-19 & 2-20 for the dental hygiene program are related to cultural sensitivity and competency. The Standards read as follows.

“Graduates must be competent in interpersonal and communication skills to effectively interact with diverse population groups,” and “Graduates must be competent in assessing, planning, implementing and evaluating community based oral health programs including health promotion and disease prevention activities.”

Standards 2-19 & 2-20 have led to the following Dental Hygiene Program Competency Statements.

1. The dental hygiene graduate must be able to: Serve all individuals and the community without discrimination; Respect the cultural differences of the population; and Provide humane and compassionate care to all patients.
2. The dental hygiene graduate must be able to: Participate in the public policy process in order to influence consumer groups, businesses, and government agencies to support health care issues; Provide dental hygiene services in a variety of settings including hospitals, clinics, private offices, hospices, extended care facilities, HMO's, community programs and schools; and Develop a commitment to serving the public through professional and personal community service activities.

Two program goals for dental hygiene faculty and students are to 1) Participate in community service activities, establish ties with the community, improve access to care and the quality of life for the citizens of Maryland and surrounding communities, and 2) Provide leadership in professional

associations to promote the goals and values of the profession by addressing the oral health needs of the public.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
PROF 518	Profession/Professionalism I—DDS, Yr 1	Doctorate	2	Required	131
BHAV 528	Behavioral Dentistry—DDS, Yr 2	Doctorate	3	Required	129
DHYG 322	Community Oral Health—DH, Yr 2	Bachelor	3	Required	34
DHYG 323	Care and Management of the Special patient—DH, Yr 1	Bachelor	2	Required	31
DHYG 414	Educational Program Development—DH, Yr 2	Bachelor	2	Required	34
DHYG 425	Issues in Health Care Delivery—DH, Yr 2	Bachelor	2	Required	34
DHYG 321	Prevention and Control of Oral Diseases—DH, Yr 1	Bachelor	5	Required	31
DHYG 411	Advanced Clinical Practice I—DH, Yr 2	Bachelor	5	Required	34
DHYG 421	Advanced Clinical Practice II—DH, Yr 2	Bachelor	5	Required	34

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course

- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

1. PROF 518. Profession/Professionalism I (DDS Course).

Students learn foundational skills needed for entry into the dental profession, health communication, and professional and ethical behavior.

- Communicate effectively with other professionals regarding the care of patients.
- Utilize and apply ethical and legal reasoning in the practice of dentistry.
- Communicate with and provide care for a diverse population of patients.
- Manage a diverse patient population and have the interpersonal and communication skills to function in a multicultural work environment.

2. BHAV 528. Behavioral Dentistry (DDS Course).

This year long course offers students an introduction to the application of behavioral principles to dental diagnosis and treatment. In the first semester, the following are emphasized: psychological management of human behavior, identifying and reducing stress, and the principles of effective communications. The clinical relevance of each topic is stressed. In the second semester the behavioral, psychological, and biological aspects of human nature are discussed and applied to patient care. The course addresses specific patient types (non-compliant, abused, and psychologically

impaired) and problems (chronic pain, infectious disease, high fear/phobia, and noxious habits). Approaches to diagnosis and treatment of patients of all ages and diversity are emphasized. Also, a one-hour lecture addresses unbiased communication and cultural sensitivity, and there is a three-hour "Community Service Block Rotation" during which the students' present oral health lectures in areas of underserved populations. Prior to the experience, the students are instructed on underserved populations, barriers to health care, and professional community service to needy populations. Community service sites include Headstart Centers, daycare facilities, and the Helping Up Mission for recovering alcoholics and those recovering from drug addiction.

3. DHYG 322. Community Oral Health (DH Course)

This course emphasizes the role of the dental hygienist in community health. Methods of determining community oral health status, identifying barriers to optimum health, and selecting appropriate interventions are presented concurrently with community program planning activities.

4. DHYG 323. Care and Management of the Special Patient (DH Course)

Through class and e-exchanges, readings and independent study, students develop an understanding of the care and management of special patients for whom routine care maybe complicated by age or complex health factors.

5. DHYG 414. Educational Program Development (DH Course)

Students explore various ways in which instructional skills may contribute to a career in dental hygiene. Learning experiences are designed to enable the student to develop these skills and to apply them to public school systems, community health programs, higher education and consumer education.

6. DHYG 425. Issues in Health Care Delivery (DH Course)

Students examine and analyze the issues that affect the broad spectrum of health care delivery. Topics include cultural competence, ethics and professional responsibility, inequities in health care delivery and health care legislation.

7. DHYG 321, Prevention and Control of Oral Diseases (DH Course)

This course includes the study of the principles and procedures for the prevention of oral disease, including dental health education, oral hygiene procedures and dietary control of dental disease, and topic areas that address cultural diversity.

8. DHYG 411, Advanced Clinical Practice I (DH Course)

9. DHYG 421, Advanced Clinical Practice II (DH Course)

The provision of clinical care to a diverse patient population is the major component of both of these senior level courses. Treatment plans require that students address cultural factors that may influence the delivery of care.

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded?	# of Credits / Hours	Required or Elective?	# of Student Completions
CSLX 518: Community Service Learning—DDS, Yr 1.	Doctorate	Graded	1	Required	131
CSLX 548: Community Service Learning—DDS, Yr 4	Doctorate	Graded	6	Required	127
CCPM 538: Comprehensive Care/Practice Management—DDS, Yr 3	Doctorate	Graded	8	Required	125
CCPM 548: Comprehensive Care/Practice Management—DDS, Yr 4	Doctorate	Graded	12	Required	127
DHPP 538P: Pediatric Dentistry—DDS, Yr 3	Doctorate	Graded	6	Required	125
DHPP 548P: Pediatric Dentistry—DDS, Yr 4	Doctorate	Graded	6	Required	127
DSCP 538: Oral Medicine and Diagnostic Sciences—DDS, Yr 3	Doctorate	Graded	5	Required	125
DSCP 548: Oral Medicine and Diagnostic Sciences—DDS, Yr 4	Doctorate	Graded	3	Required	127
DSCP 551: Geriatrics/Special Patient Clerkship I—DDS, Yr 4	Doctorate	Graded	10	Elective	8
DSCP 552: Geriatrics/Special Patient Clerkship II—DDS, Yr 4	Doctorate	Graded	10	Elective	8
DHYG 321: Prevention and Control of Oral Diseases—DH, Yr 1	Bachelor	Graded	5	Required	31
DHYG 411: Advanced Clinical Practice I—DH, Yr 2	Bachelor	Graded	5	Required	34
DHYG 421: Advanced Clinical Practice II—DH, Yr 2	Bachelor	Graded	5	Required	34

1. CSLX 548. Community Service Learning (DDS Course)

Currently, the community service learning course for senior dental students is a six-week experience. Of the six weeks, one three-week experience is outside the Dental School. The second three-week experience is at the University of Maryland School of Dentistry, Perryville (Cecil County).

The purpose of the external experience is to gain outside clinical expertise while gaining an appreciation for cultural diversity and the oral health needs of underserved populations. This aspect of the service learning experience can be fulfilled in several ways, such as working at community sites in Maryland treating underserved populations; working at specialty sites that prepare the student for postgraduate training; or working with health missions to foreign countries. Because of logistics, service learning experiences in foreign countries are a two-week rather than a three-week experience. Service learning includes both the clinical experience at the site, as well as the completion of a report that evaluates the student's experience in clinical procedures and service learning models. Sites at which students can complete a three-week externship outside the dental school include the following:

a) Community Service Sites such as Parkwest Medical Center, South Baltimore Family Health Center,

Kernan Hospital (rehabilitation center), local hospitals, and Indian Health Hospitals (Public Health Service); b) Foreign missions in Mexico, Honduras, and with Operation Smile in Vietnam.

The second service learning experience is at the new state-of-the-art University of Maryland Dental School facility in Cecil County. This 26-chair facility provides dental care for underserved populations in the Perryville and surrounding areas. The curriculum for the School was partially funded by a Robert Wood Johnson (RWJ) grant that was awarded to the School in 2007. The grant provided funds to enhance community-based dental education and focused on the provision of dental care by dental students to underserved population. Students also are required to read a book on cultural issues, fill out a pre/post test survey on cultural competence and access to care issues, complete a reflective portfolio that includes questions on cultural competence, and participate in seminars after their experience that include issues of cultural competence.

2. The University of Maryland School of Dentistry Clinics (DDS & DH)

The University of Maryland School of Dentistry is located in Baltimore City. Because of the School's urban location and accessibility by bus and light rail, the dental clinics provide care to a diverse patient population in the Baltimore area and surrounding counties. Fees charged in the Dental School clinics are lower than those charged by dentists in private practice. As a result, the Dental School's clinics attract a significant number of patients, including the following underserved populations:

1. Medicaid recipients (largest provider in the State of Maryland)
2. Recovering drug/substance abusers (Helping Up Mission)
3. Catholic Charities clients (Hispanic Apostolate)
4. Homeless veterans (Supported by an agreement with the VA)
5. Persons with AIDS (Ryan White Fund)
6. Individuals on social services role who are being readied to go back into the workforce (Work Opportunities Funding)
7. Individuals supported by Health Care for the Homeless

Also, the Dental School patients who cannot afford dental care and meet financial criteria (federal poverty guidelines relative to income and household size) receive support through the following School-based initiatives:

- a. Quest for Care, an internal not for profit charity.
- b. Care for the Needy (Individuals eligible for reduced fees can apply).

During mandatory block rotations in the Dental School clinics, students in years one through four regularly participate in activities/courses related to the treatment of patients from underserved populations. These courses are described below.

3. DHPP 538/548P. Pediatric Dentistry (DDS Course)

The majority of children and adolescents in the Dental School clinics are minorities and are covered under Medicaid. Students in years three and four participate in required Pediatric Dentistry block assignments to treat these patients.

4. DSCP 538/548. Oral Medicine and Diagnostic Sciences (DDS Course)

Students in years three and four have required block rotations in the urgent care clinic where many patients unable to afford dental care seek emergency treatment. Mandatory rotations also include patient admissions, screening, and the Special Patient Clinic (SPC). In the Special Patient Clinic, students treat medically compromised patients and those with handicaps or special needs.

5. DSCP 551/552. Special Patient Clerkship I (DDS Course)

Selected students in year four spend one-third of their clinical time in the treatment and management of patients with disabilities and special needs.

6. DHYG 413. Community Service Learning (DH Course)

This externship program provides opportunities for senior students to select experiences beyond those offered within the dental school setting. The selection of a community site is based on the students' interests and career goals. Sites include well-baby clinics, prenatal clinics, community health centers, nursing homes, senior citizen centers, facilities for the handicapped, hospitals, military clinics and school, day care centers, public health departments and research centers.

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
The Dean's Outstanding Community Service Award*	Doctorate	Elective	24

* The Dean's Outstanding Community Service Award recognizes students for their outstanding commitment to bettering the community at large and demonstrating their ability to be a leader within the profession and the community.

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

Change is measured through the following.

- Reflective essays in which students reflect upon their experiences during the Community Service Learning course at Perryville.
- Students have required reading on social issues designed to spur discussions. Both students and faculty engage in conversation (round-table format) to discuss their experiences and attitudes related to cultural competence.
- Students complete a pre- and post-survey at the start and completion of their Perryville experience in order to assess their knowledge level on issues pertaining to dental service availability through out the state of Maryland, cultural factors that may be barriers to utilization of dental care, patient income and access to dental care in the state, and their (the students) willingness and expectations to practice in a rural community after graduation. Changes in their knowledge are assessed with the post-test.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

The reflective essays show that students gain considerable insight into their own attitudes and biases. They often describe the differences in the treatment needs and attitudes to oral health care between patients in Perryville and Baltimore. In general, students feel truly rewarded at having an opportunity to serve the underserved, understand social inequities, and render care for patients, who for the most part, are extremely grateful.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

N/A

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants (students)
1. Sealant Saturday (sealants are provided to children).	Annual	Children	~ 60
2. Levindale (students treat geriatric patients in Baltimore)	On-going	Elderly	127
3. College Park clinic (students treat regular patients from the community and the University)	On-going	All ages	Voluntary
4. Special Olympics, Special Smiles (students treat people with intellectual disabilities)	On-going	Athletes	Voluntary

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health: Public Health (offered through the School of Medicine)

Degree(s) Offered: Master's

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Addressing health disparities is at the core of the mission and values of the MPH program. Our mission statement includes advancing “the health of diverse populations in Maryland and elsewhere...” The MPH Program values the improvement of the health status of populations and reduction of health disparities along the continuum of health care, from outreach to prevention, diagnosis, treatment, and follow-up care. These values are operationalized in interdisciplinary research and service activities across the professional schools at UMB that address the root causes of health disparities.

Our competency-based MPH program utilizes the Association of Schools of Public Health MPH Core Competency Model from which our program competencies are derived. In keeping with the overarching *MPH Interdisciplinary Diversity and Culture Competencies*, we intend to graduate students who are able to “interact with both diverse individuals and communities to produce or impact an intended public health outcome.” At orientation, students are introduced to the mission of the program which is the advancement of health of diverse populations. Then, beginning with the first term required course (Social and Behavioral Foundations of Public Health), students are introduced to themes of identifying, understanding and/or addressing health disparities, understanding health literacy and cultural competency.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
Social and Behavioral Foundations of Public Health	This course will examine the complex set of factors that are associated with the health and disease of diverse populations, including the individual, organizational, community, and population. To encourage an appreciation of the wealth of	MPH	3	Required of all MPH students	27

	<p>conceptual and methodological approaches and disciplines that inform public health practice and research, course content will highlight the social and behavioral sciences, communication and informatics sciences, and public health ethics. We will go beyond the individual risk factor approach to health and disease, applying multidisciplinary models and social epidemiology to elucidate the economic, sociocultural, political, and behavioral context and processes underlying health care access and health outcomes. A primary goal is to better understand how, where, and why inequalities contribute to health disparities, and facilitate an appreciation of the health management processes that may reduce inequities in health.</p> <p><u>Relevant Objectives:</u></p> <ul style="list-style-type: none"> -Apply an ecological framework to the description and analysis of public health problems. -Appreciate world population forecasts and factors driving population growth, including US immigration and its impact on the population structure. -Analyze and predict the influence of major social constructs such as age, gender, health status, and ethnicity on health, health behavior, and the treatment of illness. -Understand how social and behavioral science theories and empirical research findings are used to understand public health issues at the individual, organizational, community, and population levels, and through the interaction of these levels; -Describe and compare theories and principles of behavior change. 				
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	<p>Analyze their applicability to diverse populations and different types of health behavior problems, including interactions among biology, behavior, and environment</p> <p>-Present evidence-based models of clinical preventive services, community-based interventions, and the management of common chronic conditions that address the social, economic, cultural, and individual barriers to optimal health.</p> <p>-Examine the context of racial and ethnic disparities in the broader historic and contemporary social and economic climates, and evidence of persistent racial and ethnic discrimination in many sectors of American life.</p> <p>-Review evidence-based models which describe the associations between patient-physician communication, patient behavior, and related health outcomes.</p>				
Public Health Ethics	<p>The goal of this course is to provide students with both content and skills in the field of the ethics of public health and the concept of health and human gifts. The course begins with an introduction to the field of public health and the underlying ethical framework that governs its existence and importance for society. The course next builds upon the theory linking health and human rights together in order to examine in depth the impact of health policies and programs on human rights; the impact of human rights violations on health and the synergistic relationship that flows between the two fields. Flowing from this synergy will be an exploration of power, health disparities, and</p>	MPH	2	Required of all MPH students	19

	<p>health inequities and the possible solutions that can bridge the gap between such inequities. In essence, through a uniquely public health approach, this course will examine a spectrum of issues related to health and human rights including health as a human right, measurement and justifiability of the right to health, vulnerable populations and implications for public health practice. Case studies in each of these topics will be utilized throughout the course to support critical inquiry into the burgeoning field of health and human rights.</p> <p><u>Relevant Objectives:</u></p> <ul style="list-style-type: none"> -List issues involved with research involving vulnerable populations. -Explain the underlying basis of health care disparities. -Describe how various types of justice issues are manifest in public health. -Explain how public health can be informed by a concept of social justice. -Describe issues regarding justice in the health care setting. 				
Community-based Participatory Research	This course will provide a comprehensive understanding of the ways in which social scientists, health professionals, and community members can collaborate to address public health problems through research that leads to improvements in health and quality of life, and organizational or community change. Students and faculty from multiple scholarly disciplines will examine the approaches to community-based participatory research that go beyond the domain of any one discipline. Students will receive training in	MPH	3	Required of MPH-CPH students	20

	<p>the skills and knowledge needed to apply mixed methods (qualitative and quantitative) approaches in designing, implementing, and evaluating public health programs and community-based participatory research. Attention will be given to the scholarly debates and practical/logistical issues in conducting community-based participatory research. Ethical principles of social justice will be applied to public health program planning and evaluation which uses community-based participatory methodology.</p> <p><u>Relevant Objectives:</u> -Apply strategies for developing community partnerships for the planning, implementation, and evaluation of CBPR interventions. -Understand issues of sustainability, and ways to engage community partners to accomplish this. -Apply ethical principles of social justice to CBPR program planning, implementation, evaluation, and advocacy.</p>				
Program Planning and Evaluation	<p>Focus is on the systematic inquiry of the foundations of advanced practice in community/public health program planning and evaluation. Emphasis is on the assessment, planning and evaluation of population/community focused health promotion/disease prevention programs and projects.</p> <p><u>Relevant Objectives:</u> -Apply principles of effective planning, implementation and evaluation to the design of a successful community-focused health program; i.e., needs assessment, community</p>	MPH	3	Required of MPH-CPH students	12

	<p>organization, community participation, policy coalition building, advocacy, education, strategic planning, priority setting, resources utilization, available services, access to acceptable services, evaluation of health disparities, assessing health and social policies and communication with the community.</p> <p>-Analyze social forces that affect health planning and utilization of health services by the community.</p>				
Critical Issues in Global Health	<p><u>Description:</u> Using a series of seminars, lectures and reading assignments, this course is designed to give advanced students an overview of the global health problems facing the world today and equip them with a deeper understanding of the social and organizational determinants of health and the essential tools to navigate the world of international health. The course focuses on teaching students about the global burden of disease and pattern of disease variations between and within countries. It addresses cross-cutting issues such as poverty, environmental degradation, and the impact of globalization on health. Topics covered include maternal and child health, gender and violence, nutrition, and global climate change. The course will review pandemics such as HIV, TB, and malaria, as well as non-communicable diseases such as diabetes and mental health. The course will also introduce the student to the key players in global health and critical issues in global health governance that impact implementation of global health programs.</p>	MPH	3	Required of MPH-GH students	14

	<u>Relevant Objective:</u> -Understand the impact of globalization on health and the role of cross-cutting issues such as poverty, urbanization, and environmental degradation in global health.				
Varied	MPH students are required to take 9-10 credits of electives. These are selected from a list of approved elective courses, several of which relate to HD/CC/HL content, e.g. "Populations at Risk in Community and Public Health" and "Society, Health, and Social Justice".	MPH	Varied	Elective	Varied

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course

- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

Column 2: Course descriptions are included verbatim. Below each description is a list of the course objectives that emphasize HD/HL/CC-related content.

Column 5: Please note that there are three MPH concentrations. The first two courses in the table above are required of all MPH students; the next three courses are "required concentration courses" which means that they are required of MPH students in given concentrations. CPH=Community and Population Health concentration; GH=Global Health concentration.

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
<u>Capstone:</u> All MPH students complete a 240-hour placement experience in a public health agency that serves as the required culminating and field experiences for the program. This is an individualized experience in which each student works with faculty and an agency site preceptor on a public health project. Even though each project is unique and tailored to the student's interest and career goals and the agency's needs, they all address a core set of competencies including "identify ethical, social, and cultural issues related to policies, risks, research, and/or interventions in public health"	MPH	Graded	6 credit hours	Required	14

<p>contexts.” Examples of capstone projects for which health disparities, health literacy and/or cultural competency were central foci include: “Examining the Ramifications of Incarceration and Reentry on Health and Housing Status: A quantitative data analysis”; “Development of Community Engagement Training on Environmental Justice and Public Health”; “Pilot Study to Obtain a Baseline about Stigma towards Pharmacological Treatments for Mental Illness at Montgomery Cares Clinic, Montgomery County, Maryland”; and “Taking a Trauma-Informed Approach to Maternal and Child Health in Baltimore: Addressing Maternal Trauma to Reduce Infant Mortality Through the B'more for Healthy Babies Initiative”.</p>					
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C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
N/A			

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

Within courses listed in 2A and 2B above, there are multiple types of assessments, e.g. written examinations, essays, proposals, individual and group projects with written and oral presentations. The periodicity of these assessments varies by course.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

In each course, assessments are used to gauge student achievement of course objectives. Faculty use those assessments to identify areas for improvement and work with students to identify ways to ameliorate deficiencies.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

N/A

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. President's Outreach Council. Campus visits from Baltimore Southwest Charter School students and parents. The intended outcomes were health promotion and increased awareness of health-related career options among disadvantaged populations. This serves as a mechanism for addressing pipeline issues related to disparities in representation of people of color among the health workforce.	Nov 9, 2011	Middle school students and their parents	~25
2. President's Outreach Council. Campus visits from George Washington Elementary School students and parents. As listed in row 1 above, the intended outcomes were health promotion and increased awareness of health-related career options among disadvantaged populations. This serves as a mechanism for addressing pipeline issues related to disparities in representation of people of color among the health workforce.	Oct 13, 2011	Elementary school students and their parents	~25
3. National Public Health Week Commemoration Event. Set up a table to provide information about public health to staff and visitors at the University Hospital. Topics included healthy eating, exercise, health disparities and careers in public health.	April 4-6, 2012	Medical Center Staff and Visitors	~100
4. Leadership in HIV Summit. Technical direction and presentation at the Summit. Focus of the summit was the development of strategies to involve diverse communities in planning, prevention and developing partnerships to "Get to Zero."	April 16, 2012	Public health and health care professionals	~55
5. Radiation Therapy following Breast-Conserving Surgery in Low-Income Women: Communicating the Benefits and Risks. Research study aimed at reducing disparities in breast cancer outcomes among disadvantaged women.	2011-2012	Low-income women	30
6. Improving Access to Care for Children with Suspected Abuse and Neglect. Expert medical evaluations for children with suspected physical abuse. Participation in	2011-2012	Children with suspected	819 children, 40 providers

<p>Multidisciplinary Team meetings to review cases of physical abuse and neglect. Team members include child abuse pediatricians and social workers from University of Maryland and Johns Hopkins, and representatives from the Baltimore City Department of Social Services, Baltimore City Police, and Baltimore City State's Attorney's Office. Care-coordination with children's primary care providers. The intended outcome of this activity is improved access to healthcare for children with suspected maltreatment and their families, and reduction of recidivism.</p>		<p>child abuse and neglect and primary care providers in Baltimore City</p>	
<p>7. Strategies for Health after Breast Cancer: A Survivorship Guide for African American Women. Research study aimed to improve health outcomes among African American breast cancer survivors through development of a video educational program produced in collaboration with Sisters Network Inc (an African-American breast cancer survivor network).</p>	<p>2011-2012</p>	<p>African-American women</p>	<p>88</p>
<p>8. Workgroup Session focused on the development of a Cultural Competency and Health Literacy Primer. The Primer was being created in response to Maryland statute [Md. Code Health-General § 20-1004 (15)] that recommends further development of cultural competency and health literacy curricula at health professions schools throughout the state.</p>	<p>Dec 9, 2011</p>	<p>Health profession program faculty and staff</p>	<p>~30</p>

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Pharmacy

Degree(s) Offered: Doctor of Pharmacy (PharmD)

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The University of Maryland School of Pharmacy (SOP) successfully produces culturally competent and health literate PharmD graduates because those concepts are part of the School's very essence. The SOP's five core values support cultural competency:

- **Respect, Integrity and Professionalism:** We nurture mutual respect among faculty, staff, students and patients and require the highest standards of personal ethics and professional conduct.
- **Social Responsibility:** Our major purpose is to contribute to the health and well-being of both individuals and society. We will seek to shape public policy and health promotion at all levels.
- **Excellence:** We seek quality and excellence in all of our endeavors.
- **Diversity:** We recognize the worth of all individuals and work to ensure diversity among our faculty, students, and staff.
- **Leadership:** We recognize our responsibility to lead in education, research, pharmaceutical care, and public service, and to nurture leadership within our students, faculty and staff.

The SOP recognizes the significance of providing students with leaders and role models that reflect the diversity of the population, and has made significant progress in recent years to diversify its faculty:

2000	62 faculty		current (04/2012)	83 faculty	
Female	20	32%	Female	43	52%
Non-Caucasian	8	12%	Non-Caucasian	24	29%

Diversity of School of Pharmacy employees is notable as well: of the 293 current (04/2012) employees over .5 FTE, 59% are female and 39% report non-Caucasian ethnicity.

The SOP focuses its PharmD student recruitment strategies on underrepresented minority groups and historically minority schools to foster diversity in its applicant pool and admitted class, and has made considerable effort to recruit, admit, and retain a diverse student body in terms of ethnicity, place of origin, gender, age, marital status, and prior experience. In the Fall 2012, PharmD student enrollment was 56% minorities, compared to 38% overall among the professional practice doctoral students on the UMB campus.

The SOP has developed eight General Abilities for a well-educated pharmacist. Three of the eight address concepts of cultural sensitivity, cultural competency, health literacy, and health disparities. Throughout the curriculum, faculty engage students in activities that foster continued development of the general abilities.

GA 5: Social Awareness and Social Responsibility: The student shall demonstrate an understanding of self, the strengths and challenges of cultural diversity and the historic responses of society in times of rapid change.

- Level 1: Explain differences of opinion and approach in social, cultural, historical, economic, political and scientific issues in a given society.
- Level 2: Explain how social, historical, economic, political and scientific issues affect human behavior and events.
- Level 3: Adapt professional practice to a changing society and changing societal expectations for pharmacists.

GA 6: Social Interaction and Citizenship: The student shall demonstrate effective interpersonal and inter-group behaviors in a variety of situations and circumstances.

- Level 1: Identify interaction behaviors that are essential for maximum personal effectiveness in interpersonal, inter-group and leadership situations.
- Level 2: Function effectively in interpersonal, inter-group and leadership situations.
- Level 3: Apply personal interaction behaviors within professional and civic situations.

GA 8: Cultural Competency: The student shall possess an awareness of how culture impacts interpersonal and inter-group interactions and shall demonstrate effective behaviors to work in cross-cultural environments.

- Level 1: Recognize one's own cultural practices and behaviors
- Level 2: Accept and respect differences among people who have different customs, thoughts, ways of communicating, traditions, and institutions.
- Level 3: Develop behaviors and attitudes to work effectively in cross-cultural situations; transform one's knowledge of individuals and groups of people to increase the quality of services and improve outcomes.

Concepts of cultural sensitivity, cultural competency, health literacy, and health disparities are pervasive in the PharmD accreditation standards from the Accreditation Council for Pharmacy Education (ACPE). For example, Standard No. 9: The Goal of the Curriculum, Guideline 9.1 states that the college or school must ensure that the curriculum addresses patient safety, cultural appreciation, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team. In another example, students must achieve core performance domains prior to entering Advanced Pharmacy Practice Experiences including:

- Core Domain 2. Basic Patient Assessment: Collect record and assess subjective and objective patient data to define health and medication-related problems. Patient information must be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.
- Core Domain 6. Ethical, Professional, and Legal Behavior: In all health-care activities, demonstrate knowledge of and sensitivity towards the unique characteristics of each patient. Comply with all federal, state, and local laws related to pharmacy practice. Demonstrate ethical and professional behavior in all practice activities.
- Core Domain 7. General Communication Abilities: Demonstrate effective communication abilities in interactions with patients, their families and care givers, and other health care providers.

Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.

Skills-based activities that support these core domains take place primarily in Abilities Labs, a series of 6 courses that occur each semester during the first three years of the curriculum. Self-directed activities and live exercises are taught and assessed in lab sessions, discussions, reflective journaling, and self-development assignments, as well as standardized patient encounters in Objective Structured Clinical Examinations (OSCEs).

The PharmD curriculum is mapped to foundational content, such as cultural influences on communication of health information and design of patient-centered, culturally relevant treatment plans; and to terminal performance outcomes, such as communicate with patients and caregivers to assure they understand the importance, nature, and scope of the therapeutic plan(s) being recommended.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
PHAR 507. Professional Ethics and Pharmacy Practice	(P1 fall) PHAR 507 Professional Ethics and Pharmacy Practice emphasizes cultural diversity and the importance of independent and cooperative learning activities; professionalism, oral and written communication, ethics, and critical evaluation of problems are stressed. Students are introduced to diverse perspectives on goals, training, functions, settings, and opportunities in potential pharmacy careers. A highlight of this course is the Bafa Bafa activity – a nationally recognized program on cultural sensitivity. In this activity, students are divided into two groups or "cultures" and are introduced to the values, rules, expectations, and the social norms of their new culture. Observers are exchanged between the two cultures. After a fixed time, the observers return to their respective groups and report on what they saw. Each group tries to develop hypotheses about the most effective way to interact	PharmD	2	Required	160

	with the other culture. After the exercise, the participants discuss and analyze the experience and generalize it to other groups in the real world. Benefits include enhancing teaching and learning in a culturally diverse classroom, dealing with racial and ethnic conflict, and developing an understanding of the needs of different racial and ethnic groups. (knowledge and skill-building)				
PHAR 522 Context of Health Care	(P1 spring) PHAR 522 Context of Health Care covers international health care systems and reviews different approaches to health care in other nations, as well as health literacy with diverse patients and vulnerable populations, and includes a patient-related case activity that integrates issues of diverse populations. (knowledge)	PharmD	3	Required	160
PHAR 567 Abilities Lab 6	(P3 spring) PHAR 567 Abilities Lab 6 has a 3-hour lab dedicated to cultural competency which addresses overcoming communication, cultural or health literacy barriers; and demonstrating empathy and sensitivity when a patient presents with special needs. Some components of the lab incorporate information from EthnoMed http://ethnomed.org/ , which contains information about cultural beliefs, medical issues and related topics pertinent to the health care of immigrants to Seattle or the US, many of whom are refugees fleeing war-torn parts of the world. (knowledge and skill-building)	PharmD	1	Required	160
PHMY electives	Several electives address health disparities within special populations, including Comprehensive Pediatric Care, Pharmacology & Aging, Perspectives of Mental Health, Care of the Terminally Ill, Geriatric Pharmacotherapy, Diabetes, Women's Health, Medical Spanish (knowledge and skill-building)	PharmD	variable	Electives	variable

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits / Hours	Required or Elective?	# of Student Completions
APPE455: Longitudinal Ambulatory Care – during this advanced pharmacy practice experience, students are assessed on the following outcomes: during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.	Pharm D	Graded	1 credit (40 hours)	Required	160
APPE453: Community Pharmacy Practice – during this advanced pharmacy practice experience, students are assessed on the following outcomes: during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.	Pharm D	Graded	5 credits (200 hours)	Required	160
APPE451: Acute Care General Medicine – during this advanced pharmacy practice experience, students are assessed on the following outcomes: during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.	Pharm D	Graded	5 credits (200 hours)	Required	160
Advanced Practice Patient Care (APPC 456-488) Electives – during each of these advanced pharmacy practice experiences, students are assessed on the following outcomes: during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.	Pharm D	Graded	5 credits each (200 hours each)	One required; more if selected	160

C. Other Student-Centered Academic Activities (please describe)	Degree	Required or	# of Student
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	Level	Elective?	Participants
<p>Special Projects with faculty (individualized research opportunities), such as:</p> <ul style="list-style-type: none"> • working with a faculty member who received a grant from PCORI to investigate methods for eliciting perspectives from hard to reach patients with a focus on minority patients and patients with impairments such as hearing loss; • student participation in an interdepartmental/multidisciplinary seed grant project focusing on inner city children with asthma • Other examples that address health disparities include projects completed as part of the HP-Star program and address age and race disparities: <ul style="list-style-type: none"> ○ adherence to ICU best practice guidelines in older adults – examined age disparities in receipt of best practices in the ICU; ○ age-related differences in chemotherapy effectiveness in Stage III colon cancer patients; ○ disparities in medication use and adherence post-myocardial infarction between black and white Medicare beneficiaries 	Pharm D	Elective	100+
Pharmacy students on advanced pharmacy practice rotations at the Mercy Hospital Clinic are exposed to cultural differences in diabetes care and learn to work with interpreters when counseling patients.	Pharm D	Elective	10
Pharmacy students may select didactic and experiential elective opportunities in the Maryland Poison Center (MPC). MPC has printed educational materials (brochures and telephone stickers) in Spanish. The brochure is downloadable in thirteen languages: English, Spanish, Chinese, French, Thai, Haitian Creole, Vietnamese, Portuguese, Korean, Russian, Hmong, Polish, and Arabic. Non-English speakers can use the emergency services of the Maryland Poison Center 24/7, as MPC contracts with Language Line to provide translational services. Multi-lingual pharmacy students are encouraged to participate. Future goals include additional translations and a multi-cultural speakers bureau to help out with events.	Pharm D	Elective	25+
Community outreach, such as a high school student from a STEM magnet school currently working in a lab on a Pharmaceutics research project for a senior internship, titled the creation of an excipient database containing spectral and physical properties.	other	Elective	1
Interprofessional Patient Management Competition (IPMC), challenges multidisciplinary teams to devise a treatment strategy for a hypothetical patient whose case presented complex medical as well as legal issues. Members of the teams have to pool their knowledge while working under tight time limits.	Pharm D	Elective	40

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

Examples of assessment methods in knowledge-based courses include multiple choice questions and to a lesser extent open-ended or case-based questions, presentations and debates. Assessments are given periodically throughout the semester as the course managers determine to be appropriate. Practical examinations and Objective Structured Clinical Examinations (OSCEs) are used in skills-based courses; Teaching OSCEs, or TOSCEs, are also used to give formative feedback; students experience either a TOSCE or OSCE once each semester throughout the curriculum. Reflective activities are also used for student self-assessment.

Advanced Pharmacy Practice Experiences use the following grading scale to assess skill performance at the midpoint and at the end of the rotation:

- **Exceeds Competency (EC)** - Able to complete the criterion elements $\geq 90\%$ of the time without assistance.
- **Meets Competency (MC)** - Able to complete the criterion elements **75–89%** of the time without assistance.
- **Needs Improvement (NI)** - Able to complete the criterion elements **50–74%** of the time without assistance.
- **Significant Deficiency (SD)** - Able to complete the criterion elements $\leq 49\%$ of the time without assistance.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

An example of changes in the development of cultural competence is from the SOP student surveys in Spring 2012, with the level of agreement on the question “My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, ethnic and/or cultural background, disease states, etc.)” Only 85% of continuing (P1-P3) students agreed (n=429), while 100% of graduating (P4) students agreed (n=127). This compares to 97% agreement among graduating students at peer institutions (seven comparable pharmacy schools that are large, public, research institutions with satellite PharmD campuses were selected for peer comparison (n=777): University of Florida, University of Illinois at Chicago, The University of Kansas, University of Minnesota, University of North Carolina at Chapel Hill, The University of Texas at Austin, Virginia Commonwealth University).

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

N/A

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
<p>1. Faculty Research-</p> <p>Beardsley, Pradel: Responsible for evaluating and tweaking the set of instructions that come with anthrax kits for its ease of use and understandability. Conducting focus groups with people of varying literacy levels to gauge their ability to understand and implement the instructions. Research is in conjunction with the FDA and the CNBL Clinical Pharmacology Center, Inc.</p> <p>dosReis: Surveying parents on their preferences for how their children with emotional and behavioral issues are cared for by the medical community. Investigating patient-centered preferences in treatment within Maryland's various communities with eye toward hypothesis that if patient preferences are incorporated into the treatment plan, there will be better adherence to medications and better outcomes.</p> <p>Onukwugha: Studies the decision-making process patients and providers use in determining treatment options, medication use, screenings, doctor's visits, etc. Looks at disparities in this process Now looking at men with prostate cancer and the disparities that exist in being diagnosed and receiving treatment. Just completed a five year, K12 grant looking at why some patients leave the hospital against medical advice. Found that providers need to think about the patient experience in the hospital and how they communicate with patients.</p> <p>Shaya: Lead the Maryland Men's Cardiovascular Program, which utilized social networks (direct contact amongst peers) to help improve the health of African-Americans with cardiovascular disease. Did an MVP Jr. program using the same approach but focused on obesity.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2012</p> <p>2012</p>		

<p>2. Service –</p> <p>Devabhakthuni: Serves on the Society of Critical Care Medicine’s patient safety committee where they are working on developing guidelines for safe medication use.</p>	Ongoing		
<p>3. Outreach –</p> <p>Thirty students and faculty members gave free flu shots to 159 people at Langley Park Community Center in Prince George’s County and 62 people at the Lula G. Scott Community Center in Anne Arundel County as part of a “Vote & Vax” initiative. Both centers were adjacent to voting places. Immunizing 221 people was important, but equally important was the six months of student planning to identify locations with health disparities and organize the effort with the county health departments.</p> <p>In July 2012, Birdie Nguyen, a fourth-year student pharmacist at the University of Maryland School of Pharmacy and member of the Association for Prevention Teaching and Research’s Paul Ambrose Scholars Program, launched a project to promote awareness about how certain medications can contribute to falls in older adults. Concentrating her efforts in Allegany County and Garrett County – two rural areas that consistently report the highest number of falls among older adults in the State of Maryland -- Nguyen used the local health system’s “Just Bring It!” format to standardize medication lists. In addition to giving 30-minute presentations about medication safety at select senior centers in the area, Nguyen also set up a table at various health fairs hosted at senior centers, churches, and community health clinics at which she provided older adults with information to help educate them about the risk of falls associated with certain medications.</p>	<p>Nov 4, 2012</p> <p>Summer 2012</p>	<p>Voters</p> <p>Rural elderly</p>	<p>221</p> <p>unknown</p>
4.			
5.			

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Social Work

Degree(s) Offered: Master's

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The School of Social Work (SSW) incorporates instruction on cultural sensitivity, cultural competency, and health disparities by infusing values, knowledge, and skills relevant to developing these competencies throughout the curriculum. Consistent with the National Association of Social Work (NASW) Standards for Cultural Competence in Social Work Practice, the SSW curriculum reflects course objectives that appreciate the need for students to progress from cultural awareness to cultural sensitivity to cultural competence, conceptualized as an ongoing process of expanding awareness, knowledge, and expertise. The mission of the social work profession is to work with, and advocate for, groups that are traditionally marginalized; therefore, the SSW seeks to improve students' knowledge of these populations (based on race, ethnicity, sexual orientation, etc.) and develop skills to work with them effectively, including the use of culturally-informed interventions. In order to graduate from the SSW, students must complete: (1) two internships in which their attitudes, knowledge and skills in working with diverse clients are assessed and (2) a diversity course that includes an assessment of cultural competence.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
SOWK 789 Independent Research Project: Reducing Global Social and Behavioral Health	Course objectives: increase the capacity of social workers to reduce global social and behavioral health disparities by helping them serve as advocates for social and behavioral health parity. Course included the option for students to participate	Master's	3	Elective	6

Disparities	in a one-month on-site HIV/AIDS social and behavioral disparities project in Abuja, Nigeria from June 2-29, 2012.				
SWCL 749 Clinical Social Work with Lesbian and Gay Clients	Advanced practice course that provides information about effective assessment and intervention techniques for clients who identify themselves as gay and lesbian. Practice models using individual, couple, family, and group modalities are included. The student's own biases and values are explored.	Master's	3	Elective	22
SOWK 783 Qualitative Cross-Cultural Research	Advanced research class focused on conducting an independent qualitative research project. Students select an ethnocultural study population and a cultural question for study.	Master's	3	Elective	107
SWOA 713 Social Policy and Health Care	Advanced policy course that prepares students to assess and understand the impact of American medical and health service programs and policies on human well-being, including consideration of impact on diverse groups.	Master's	3	Required for Health Specialization	76
SWCL 752 Best Practices and Innovations in School Mental Health	Advanced practice course addresses dimensions of effective practice in the schools and the delivery of culturally competent mental health services to diverse populations including immigrants.	Master's	3	Elective	21
SWCL 726 Clinical Social Work with African American Families	Advanced practice course that uses a conceptual framework for understanding and treating social problems confronting African-American families, based on a nondeviant perspective that acknowledges African-American families' experiences with enslavement, oppression, and institutional racism. Emphasizes application and use of clinical knowledge and skills in the assessment and formulation of	Master's	3	Elective	25

	treatment interventions.				
SWOA 706 Multicultural Practice in Organizations and Communities	Advanced practice class examines concepts and techniques of multicultural macro practice and evaluates relevant strategies and tactics that promote multiculturalism, including pluralistic coalition building, empowerment processes, intercultural communication, diversity training, and cross-cultural supervision.	Master's	3	Elective	16
SWOA/SWCL 750 Social Work in Education	Advanced practice course that examines practice issues, including working with diverse populations, in pre-school through high school settings.	Maste'rs	3	Elective	24
SOWK 715 Children and Social Services Policy	Advanced policy course that encompasses consideration of a social services system for children and families of diverse ethnic, racial, and cultural identities that includes family policy and, advocacy.	Master's	3	Required for Families and Children Specialization	105
SOWK 726 Aging and Social Policy	Advanced policy course that focuses on existing and proposed programs and services for older adults at federal, state, and local levels, including their impact on special populations of older persons.	Master's	3	Required for Aging Specialization	21
SWOA 703 Community Organization	Advanced practice course with particular emphasis on direct practice with advocacy for disempowered groups in society, such as ethnic, racial, and other minorities, low-income people, women, the aged and the disabled.	Master's	3	Required for Macro concentration	81
SOWK 641 Special Topics: Critical Issues in Global Health	Interdisciplinary course providing overview of global health problems facing the world today, including the global burden of disease and pattern of disease variations between and within countries. Topics covered include maternal and child	Master's	3	Elective	3

	health, gender and violence, nutrition, and global climate change.				
SOWK 699 Special Topics: Prevention and intervention with intimate partner violence	Course provides overview of prevention and intervention strategies and approaches to intervention with women, men, and children who are victims of intimate personal violence. Course includes a special section on work with minority women.	Master's	3	Elective	14
SOWK 699: Special Topics: A brief history of oppression	Web-based course offered through arrangement with UNC School of Social Work. Focus on minority groups' experiences of oppression.	Master's	1	Elective	37
SOWK 699: Special Topics: International Social Work	Special attention on role played by culture and cultural identity in human development. Emphasis on theories that provide conceptual base for interventions used in international social work as well as with work with refugee, immigrant, migrant individuals and families.	Master's	1	Elective	21
SOWK 699 Special Topics: HIV - The Social Work Challenge	Course covers psychosocial issues and public health challenges among diverse groups	Master's	3	Elective	12
SOWK 699 Special Topics: Social Work with Immigrant and Refugee Populations	Course examines the causes of migration domestically and worldwide and how they impact the lives of immigrants and refugees, at individual, family, and community levels. Focus on the need for cultural competency in order to assess, communicate, and provide culturally sensitive services.	Master's	3	Elective	4
SOWK 699 Special Topics: Substance abuse during pregnancy	Course explores complex effects of substance abuse during pregnancy by looking at social determinants of health (e.g., institutional racism, legal implications, and economic disparity) and outcomes in	Master's	1	Elective	61

	maternal health and child health.				
SOWK 699 Special Topics: Social Justice and Social Work Practice	Course focuses on social justice concepts and theories and how they can be applied to micro and macro practice.	Master's	3	Elective	9

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits / Hours	Required or Elective?	# of Student Completions
<p>International Field Placement: Cochin, India partnered with Rajagiri College</p> <p>The internship covered a period of 6 months (20 to 22 weeks) from June 2011 to November 2011 which included 3-4 days of field practicum and two classes. Objectives include: building relationships; networking; developing as a social worker in a developing country; speaking other language; new cultural experiences; multicultural learning; value development; and intercultural competence. Field settings include: hospital settings, health centers, outreach Migrant projects, welfare offices and community/village outreach; women's reproductive health counseling and education, HIV outreach.</p>	Master's	Graded	18	Elective	2
<p>SOWK 705 International Social Work - El Salvador</p> <p>Course familiarized students with social work practice in El Salvador. Students participated in field visits to social work, human service, health agencies, and communities on the front line of social service programs. Classroom preparation followed by trip to El Salvador January 2-13, 2012.</p>	Master's	Graded	2	Elective	10

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Military Sexual Assault sponsored by Coalition for Military Awareness	MSW	Elective	8
Social Work and Empowerment: International Social Work in a Reflection of Global Solidarity sponsored by International Social Work Organization	MSW	Elective	23
From Neo-Nazi Skinhead to Advocate: A Paradigms Shift Personified sponsored by Latin American Solidarity Organization	MSW	Elective	20
The Prep School Negro (Movie) sponsored by Latin American Solidarity Association	MSW	Elective	77
Allies Celebration Week sponsored by the Lesbian Gay Bisexual Transgender Queer Allies Union	MSW	Elective	5
Blacks in Latin America (Movie/presentation/discussion) sponsored by the Organization of African American Students in Social Work	MSW	Elective	4
Innocent on Death Row sponsored by Student Coalition for Peace and Equality	MSW	Elective	79
Planning meeting for "Purim" sponsored by TIKKUN (Jewish Student Organization)	MSW	Elective	6
What to Expect from a Praise Party sponsored by Christian Social Work Fellowship	MSW	Elective	16

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

Field Practicum: All Master's students complete two field placements during their course of study; each placement spans fall and spring semesters. Students are graded Pass/Fail at the completion of both semesters.

For their first placement students spend 16 hours per week in an agency that provides social services, e.g., public schools, local welfare agencies, health centers and hospitals, foster care agencies. One of the eight areas on which students are assessed is working with diversity. Student must demonstrate an ability to work with people of diverse backgrounds by identifying stereotypes, biases or negative attitudes that might interfere with building effective working relationships [skills and attitudes]. For their second field placement students spend 24 hours per week in an agency concentrating on developing more advanced skills in either clinical or management/community organization settings.

Students are assessed on their ability to: (1) describe the diverse characteristics of their clients and how these characteristics impact access to services and client interactions; and (2) apply appropriate culturally effective interventions in working with diverse populations [knowledge, skills, attitudes].

Diversity Courses: As a graduation requirement every student must pass a diversity course which includes specific content on one or more areas of diversity (e.g., race, gender, ethnicity, sexual orientation, age) and an assignment that assesses skill in cultural competency. Diversity courses include the following listed in #2a: Independent Research Project: Reducing Global Social and Behavioral Health Disparities for Africans Living at Home or in the Diaspora; Clinical Social Work with Lesbian and Gay Clients; Qualitative Cross-Cultural Research; Social Policy and Health Care; Best Practices and Innovations in School Mental Health; Clinical Social Work with African-American Families; Multicultural Practice in Organizations and Communities; Children and Social Services Policy; Aging and Social Policy; Community Organization. Assessment measures are typically written exams or papers focused on skills.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

At present, assessments are not pre- and post- intervention, but a summative measure of student knowledge and/or ability at the conclusion of the course.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Anger Management Group Therapy for Adolescents - This workshop provided an understanding of adolescent risk assessment and the provision of effective interventions. Intended Outcome: Participants will learn the ways that racism, classism and zero-tolerance laws influence the experiences of adolescents, assisting the practitioner in forming positive therapeutic bonds and in providing helpful interventions.	April 13, 2012	Social Work Practitioners	20
2. Waiting for Superman: Film Screening and Panel Discussion - Intended Outcome: Participants will explore ways in which poverty impacts education. Attendees will have the opportunity to reflect of the many different dynamics raised in the film (race, class, prejudices) and learn strategies on how to move forward.	Nov 14, 2012	Social Work Practitioners	38

3. Cultural Competence: Integral to Effective Clinical Supervision. Intended Outcomes: This workshop focuses on the supervisor's effectiveness in being culturally competent when supervising staff that differ in the areas of race class, age, gender, religion, sexual orientation and physical/ mental challenges	Oct 18-19, 2012	Social Work Practitioners	45
4. Human Trafficking and Social Work Practice: Ethical Consideration and Clinical Skills of Effective Work. Intended Outcomes: Participants will achieve a basic understanding of federal and state laws against human trafficking, learn to identify and work effectively with victims of various cultures and develop coalition- building skills	Oct 10, 2012	Social Work Practitioners	40
5. Provided information to ACA Research and Evaluation Work group regarding the federal measurement of race and ethnicity in surveys. For the development of data collection protocols in the states implementation of the ACA (Affordable Care Act)- Dr. Carlessia Hussein (DHMH)	May 7, 2012	All racial and ethnic groups	N/A
6. Llewellyn Cornelius and Judy Sabino (Lehigh Health Systems) Completion of a research paper assessing services provided to Latinos served by the Lehigh Valley Health System.	July 9, 2012	Puerto Ricans, Cuban, Mexican Americans	1300

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Nursing

Degree(s) Offered: Bachelor's, Master's, Doctor of Nursing Practice, Doctor of Philosophy and Certificates

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

On May 24, 2010, the School of Nursing's BSN, MS and DNP programs were accredited by the Commission in Collegiate Nursing Education (CCNE) for 5 years. These accreditation actions were effective as of November 16, 2009 which is the first day of the programs' recent CCNE on site evaluation. The accreditation team reported that the School's programs at all degree levels met the standard for curriculum, teaching-learning practices, and student learning outcomes, which include diversity and cultural competency components. CCNE addresses diversity and cultural competency in the curriculum by requiring compliance with the essential elements of nursing education established by the American Association of Colleges of Nursing (AACN) for each degree level. The core components of AACN's essential elements of nursing education acknowledge the diversity of the nation's population and mandate inclusion of content addressing cultural, spiritual, and ethnic, gender, and sexual orientation diversity to ensure that nursing professionals are "prepared to practice in a multicultural environment and possess the skills needed to provide culturally competent care." The CCNE Report cited one of the strengths of the school as having a diverse student background and experience.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

Bachelors

The BSN program emphasizes the need to assess cultural diversity in all the course work and clinical experiences. The students learn to accept individual differences, recognize the influence of culture on well-being and health and to provide culturally sensitive care in a variety of settings across the life span.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 304	Introduction to Professional Nursing Practice	BSN	3	Required	152
NURS 333	Health Assessment	BSN	4	Required	153
NURS 315	Pathopharmacology	BSN	5	Required	155
NURS 330	Adult Health Nursing	BSN	3	Required	135
NURS 325	Contest of Health Care	BSN	2	Required	71
NURS 331	Gerontological Nursing	BSN	3	Required	62
NURS 308	Nursing Care of Infants and Children	BSN	2	Required	131

NURS 402	Nursing Care of the Childbearing Family	BSN	3	Required	63
NURS 407	Psychiatric/Mental Health Nursing	BSN	3	Required	62
NURS 403	Community Health Nursing	BSN	3	Required	133
NURS 487	Clinical Emphasis Practicum and Seminar	BSN	2	Required	69

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded	# of Credits / Hours	Required or Elective?	# of Student Completions
NURS 304 – Clinical laboratory learning experiences, 32 hours in clinical setting, experiences with standardized patients	BSN	Pass/Fail	1	Required	152
NURS 330 – 180 hours of direct patient care. Assessment of cultural considerations, health disparities, health literacy integrated into clinical activities	BSN	Pass/Fail	4	Required	135
NURS 308 – 90 clinical hours working with pediatric populations across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	BSN	Pass/Fail	2	Required	131
NURS 402 - 90 clinical hours working with maternal-child populations across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	BSN	Pass/Fail	3	Required	131
NURS 407 - 90 clinical hours working with psychiatric patients, in acute, chronic and outpatient settings across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	BSN	Pass/Fail	2	Required	132
NURS 403 - 90 clinical hours in a community/public health setting with a focus on health disparities and health literacy at the population level, also incorporates issues related to access to care and cultural considerations	BSN	Pass/Fail	2	Required	133
NURS 487 – 180 practicum hours in a precepted clinical setting. Concepts related to health disparities, cultural considerations, and health literacy are integrated in to care delivery.	BSN	Pass/Fail	4	Required	69

Master'sMaster's Core Courses

The first two courses are required of all masters' students and integrate cultural sensitivity, cultural competence, health literacy and health disparities into their content.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 622 Systems and Populations in Health Care	This core course provides an analysis of critical issues in health care delivery and population health. Issues of cultural diversity, health disparities, and social justice in health care are analyzed.	MS	3	Required	48
NURS 659 Organizational and Professional Dimensions of Adv Nurs Practice	This core course provides content related to organizational and professional challenges experienced by nurses in advanced practice whether in clinical care, education, management, or research.	MS	3	Required	50

NPHY 612 is a required course for Adult & Gerontological Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, Psychiatric Mental Health Nursing, Trauma Critical Care and Nurse Anesthesia Programs

NPHY 612 Advanced Physiology and Pathophysiology	This course focuses on the relationship between physiology and pathophysiology across the life span and provides content necessary for understanding the scientific basis of advanced practice nursing.	MS	3	Required	216
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Adult & Gerontological Nurse Practitioner

The Adult Nurse Practitioner/Gerontology program incorporates a focus on cultural diversity with regard to diagnosis and management of all clinical problems addressed. This expands to the area of health literacy and assuring that our education related to disease and disease management is appropriate given cultural diversity.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 723 Clinical Pharmacology and Therapeutics	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	137
NURS 777 Diagnosis and	The student will focus on	MS	4	Required	23

Management of Adults Across of Lifespan	development of critical thinking skills to address health care problems of adults across the life span, develop differential problem-solving skills. Traditional nursing strategies such as education, interpersonal communication, and counseling will continue to be stressed.				
NURS 789 Advanced Diagnosis and Management of Adults Across the Lifespan	This course prepares the student to diagnosis and manage complex, multiple and chronic health needs of adults across the life span in primary care settings. Specific attention is paid to role, legal, policy and health care finance issues relative to primary care nurse practitioners.	MS	4	Required	23

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 687 Comprehensive Health Assessment of the Older Adult	MS	Pass/Fail	1 credit 40 hrs.	Required	24
NURS 768 Clinical Practicum for Adults Across the Lifespan	MS	Pass/Fail	5 credits 225 hrs.	Required	23
NURS 788 Complex Clinical Practicum for Adults Across the Lifespan	MS	Pass/Fail	4 credits 180 hrs.	Required	45
NURS 794 Advanced Clinical Practicum for Adults Across the Lifespan	MS	Pass/Fail	5 credits 225 hrs.	Required	23
NURS 795 Clinical Syndrome Management of Older Adults	MS	Pass/Fail	2 credits 90 hrs.	Required	21

Community/Public Health Nursing

Program incorporates a focus on cultural diversity and health disparities in the community. This also includes an emphasis on evaluation of health literacy.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 730 Environmental Health	Provides an overview of environmental areas of study. Recognition of the need for	MS	3	Required	29

	interdisciplinary teamwork in assessment, diagnosis and community-wide or population-based health promotion/disease prevention interventions.				
NURS 769 Society, Health and Social Justice	This course examines social, cultural, and political-economic determinants of health from sociological and social epidemiological perspectives. The concept of social justice is used as a conceptual framework to investigate population health inequities that exist in social class, race, ethnic and gender groups in the US.	MS	3	Required	27
NURS 671 Epidemiological Assessment Strategies	This course focuses on assessment of physical and social indicators of public health.	MS	3	Required	19
NURS 732 Program Planning and Evaluation in Community/Public Health	Systematic inquiry of the foundations of advanced community/public health program planning and evaluation of population/community focused health promotion/disease prevention programs and projects.	MS	3	Required	40
NURS 761 Populations at Risk in Community/Public Health	Focuses on the mission of public health and the various organizations that support the responsibilities of public health at the international, national, and local levels.	MS	3	Required	20

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 762 Program Planning and Evaluation in Community/Public Health Practicum	MS	Graded	3	Required	10
NURS 753 Practicum in Leadership in Community/Public Health Nursing	MS	Graded	4	Required	8

Family Nurse Practitioner

Students participate in clinical rotations with FNP faculty practice sites in federally qualified health centers, HIV primary care and the School of Nursing Wellmobile within rural and urban underserved regions of the State of Maryland each semester during their 5 clinical courses. The FNP student body has an expressed special interest in underserved and vulnerable populations and to meet their learning goals, faculty have focused on the development of clinical practicum sites located within medically underserved areas serving an ethnically diverse population.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 660 Advanced Health Assessment Across the Lifespan	This course focuses on assessment and clinical decision-making in advanced nursing practice with a family context. Students develop and strengthen skills related to health assessment including physical, psychosocial, cultural, and family dimensions of assessment.	MS	4	Required	11
NURS 630 FP I: Health Promotion and Disease Prevention	This course emphasizes the multidimensionality of health promotion and disease prevention within emergent family systems.	MS	2	Required	23
NURS 723 Clinical Pharmacology and Therapeutics Across the Lifespan	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	137
NURS 632 FP II: Clinical Management of Common Health Care Problems	Develops a knowledge base for effective diagnosis and management of selected acute, commonly occurring health care problems throughout the life span.	MS	3	Required	25
NURS 640 FP III: Management of Complex Health Care Problems	Focuses on the disease management of complex chronic health care problems in patients across the life span.	MS	2	Required	33
NURS 755 Families in Crisis	Introduces the systems theory orientation for understanding human functioning with a family system; personal, patient/family, and health care delivery systems.	MS	2	Required	29
NURS 731 FP IV: Integrative Management of Primary Health Care Problems	Emphasizes the multi-faceted implications of the role of the advanced practice nurse.	MS	2	Required	33

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 631 FP I: Practicum: Health Promotion and Disease Prevention	MS	Pass/Fail	1 45 hrs.	Required	18
NURS 633 FP II: Practicum: Clinical Management of Common Health Care Problems	MS	Pass/Fail	4 180 hrs.	Required	9
NURS 703 Specialty Topics in Family Practice	MS	Pass/Fail	2 45 hrs.	Required	59
NURS 644 FP III: Practicum: Management of Complex Health Care Problems	MS	Pass/Fail	3 135 hrs.	Required	14
NURS 741 FPIV: Practicum: Integrative Management of Primary Health Care Problems	MS	Pass/Fail	7 315 hrs.	Required	10

Health Services Leadership and Management

Program addresses cultural diversity and cultural competency as critical components of health care administration. All courses include health disparities when appropriate.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 696 Leadership Analysis – A Cinematic Approach	This course focuses on the influence of culture, motivation, conflict resolution, and teamwork has on leadership and leadership skills. The course uses current movies and books to build upon basic leadership tenets. Students are exposed to a cultural simulation in this course	MS/DN P	3	Elective	48
NURS 691 Organizational Theories: Applications to Health Service Management	The content of this course is based upon social science theories and the administrative elements of planning, organizing, leading, and evaluating in the organizational setting.	MS	3	Required	46
NURS 692 Nursing and Health Services Administration	Focuses on professional and organizational dynamics of administration such as strategic planning, resource analysis, quality improvement, grievance and labor relations, and prototypic technology that impact future health care systems.	MS	3	Required	35

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/ Hours	Required or Elective?	# of Student Completions
NURS 695 Practicum in Health Services in Leadership and Management	MS	Pass/Fail	5	Required	68

Pediatric Nurse Practitioner

Program students learn in their course work and clinical settings to assess health literacy. The course work incorporates a focus on cultural diversity with regard to the diagnosis and management of clinical problems of the pediatric patient and family.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 626 Primary Health Care of the Newborn and Neonate	Focuses on care of the newborn, neonate and their family. Pediatric nurse practitioner's role as a provider of safe and effective care incorporating current theories and evidenced based practice guidelines relevant to the newborn and neonate. Synthesizing data from a variety of resources, and learning specific assessment skills are included in this course.	MS	2	Required	40
NRS 709 Management of the Well Child and Adolescent in the Primary Care Setting	Provides beginning preparation for the student to assume the role of primary care provider and role collaboration in the provision of quality ambulatory pediatric health care. It presents in-depth analysis of theories and behaviors relevant to the health promotion and health maintenance of the infant, child and adolescent. Cultural, ethical and practice considerations are examined in the context of child health.	MS	4	Required	40
NURS 713 Common Health Problems of Children I	Prepares the student to identify common health care problems within primary care practice with an emphasis on development of	MS	2	Required	40

	pathophysiological and psychopathological processes.				
NURS 743 Neonatal and Pediatric Pharmacology	Focuses on pharmacologic, pharmacogenetic, pharmacogenomic basis of prescribing, assessing and managing medications and their responses in infants, children and adolescents.	MS	3	Required	29
NURS 643 Advanced Nursing of Children I: Diagnostic Reasoning	Emphasizes the role of the Advanced Practice Nurse in the management of acutely ill infants, children and adolescents with focus on the development of foundational diagnostic reasoning to include, advanced psychophysiological assessment, diagnostic skills, and the formulation of differential diagnoses necessary for the care of acutely and critically ill children.	MS	2	Required	21
NRS 730 Pediatric Acute Care II: Management and Evaluation	Emphasizes the role of the Acute Care NP in the management and evaluation of infants, children and adolescents with acute and critical presentations of disease process, focusing on differential diagnosis, pathophysiology and evidence based management.	MS	2	Required	21
NURS 646 Advanced Practice Roles Seminar	Focuses on the emerging role of the advanced practice nurse in the acute care setting. Areas of emphasis are professional practice, role realignment, organizational theory, legal and ethical decision-making, Students participate in a cultural competency seminar and a health policy experience which incorporate health care disparities.	MS	2	Required	40

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree	Graded or	# of Credits/	Required or	# of Student
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	Level	Ungraded	Hours	Elective?	Completions
NURS 611 Pediatric Assessment in Advanced Practice Nursing	MS	Pass/Fail	3 cr. 45 hrs.	Required	24
NRS 716 Primary Care Clinical I	MS	Pass/Fail	3 cr. 135 hrs.	Required	24
NRS 624 Advanced Nursing of Children I: Clinical Practicum	MS	Pass/Fail	3 cr. 135 hrs.	Required	30
NRS 731 Pediatric Acute Care II: Clinical Practicum	MS	Pass/Fail	4 cr. 180 hrs.	Required	21
NURS 645 Advanced Nursing of Children II: Clinical	MS	Pass/Fail	5 cr. 225 hrs.	Required	18

Psychiatric Mental Health Nursing

The Psychiatric Health Nurse Practitioner (PMHNP) speciality introduces cultural competency in each of its clinical courses. Students incorporate developmental features, family considerations, spiritual beliefs, and social/cultural context into the psychosocial assessment of patients with psychiatric symptoms or complaint. Students learn that in order to diagnosis a psychiatric disorder, the symptoms must be considered outside of cultural norms and beliefs. DSM-IV culturally-specific psychiatric diagnoses and others that do not appear in the DSM are reviewed. PMHNP students integrate knowledge of ethical, cultural, and legal aspects of advanced practice nursing into psychotherapy approaches.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 752 Neurophysiology of Mental Disorders	This course introduces the neurobiological aspects of psychiatric disorders. The fundamentals of neuroimaging, EEG, and other neurodiagnostic approaches.	MS	2	Required	34
NRS 765 Development and Psychopathology: Issues Through the Lifespan in Advanced Practice Nursing	Introduces graduate/advanced practice nursing students to concepts of developmental psychopathology, including the origins and course of individual patterns of behavioral mal-adaption, the vulnerability to stress perspective, and factors and contribute to resilience and adaptive functioning.	MS	2	Required	22
NURS 664 Therapeutic Interventions across the Lifespan in Mental Health Nursing	This course introduces students to selected theoretical constructs and therapy processes related to various models of individual therapy and group therapy practice. Legal, cultural, and ethical implications of individual and group therapy are	MS	2	Required	21

	discussed.				
NURS 723 Clinical Pharmacology and Therapeutics	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	137
NURS 751 Psychopharmacology	Provides advanced knowledge of commonly prescribed psychopharmacologic agents. Legal, ethical and cultural implications of pharmacotherapy are also critically reviewed.	MS	3	Required	15
NURS 754 Seminar in Psychopharmacology for Child and Adolescent	Provides the opportunity for case study discussion on the use of psychopharmacologic agents with children and adolescents, using applied practicum cases at advanced level. Current research, ethical, and legal issues surrounding the use of psychopharmacology with children are emphasized.	MS	1	Required	10
NURS 655 Conceptual Foundations in Family Therapy	This course is an orientation to family theory and various methods and techniques directed toward the delineations of family systems and identification of possible directions and methods of affecting changes in such systems.	MS	2	Required	14

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 660 Advanced Health Assessment across the Lifespan	MS	Pass/Fail	4 cr. 90 hrs.	Required	11
NRS 669 Differential Diagnosis of Mental Disorders Practicum	MS	Pass/Fail	2 cr. 90 hrs.	Required	12
NURS 665 Therapeutic Interventions across the Lifespan in Mental Health	MS	Pass/Fail	3 cr. 135 hrs.	Required	15
NURS 656 Conceptual foundations of Family Therapy: Practicum	MS	Pass/Fail	3 cr. 135 hrs.	Required	14
NURS 740 Advanced Practice Psychiatric and Mental Health	MS	Pass/Fail	4 cr. 180 hrs.	Required	18

Trauma, Critical Care, and Emergency Nursing

Examples of curriculum include a course in the Trauma/Critical Care/Emergency program specifically addressing cultural diversity from the perspective of patient/family assessment, planning and interventions, and developing strategies to enhance staff nurse's responses to diversity, through readings, student role analysis and synergy papers, and in case scenario discussions.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 723 Clinical Pharmacology and Therapeutics	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	60
NPHY 620 Pathophysiological Alterations in the Critically Ill	This course provides the student opportunity to gain an in-depth knowledge of specific pathophysiologic processes often experienced by critically ill patients.	MS	2	Required	40
NURS 755 Families in Crisis	Introduces the systems theory orientation for understanding human functioning with a family system; personal, patient/family, and health care delivery systems.	MS	2	Required	19

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 605 Comprehensive Adult Health Assessment	MS	Graded	3 cr. 40 hrs.	Required	23
NURS 623 Advanced Assessment of the Critically Ill	MS	Graded	3 cr. 45 hrs.	Required	23
NURS 647 Diagnosis and Management of Common Acute Care Problems	MS	Graded	5 cr. 200 hrs.	Required	22
NURS 726 Diagnosis and Management of Complex Acute Care Problems	MS	Graded	4 cr. 150 hrs.	Required	22
NURS 679 Advanced Practice/Clinical Nurse Specialist Roles in Health Care Delivery Systems	MS	Graded	3 cr. 150 hrs.	Required	22
NURS 727 Advanced Acute Care Management	MS	Graded	4 cr. 150 hrs.	Required	22

Nurse Anesthesia

In the Nurse Anesthesia Program a cultural diversity workshop is given annually to all students by a nationally recognized expert in cultural diversity. In addition, all Nurse Anesthesia faculty have presented at the Diversity in Nurse Anesthesia Mentorship Program.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 613 Principles of Anesthesia Nursing I	This course focuses on the basic principles of Nurse Anesthesia to include basic monitoring, anesthesia care delivery systems and physical principles governing	MS	3	Required	31

	Nurse Anesthesia				
NURS 605 Comprehensive Health Assessment of Adults	Builds on previously learned skills and knowledge to develop advanced skills in obtaining and completing a comprehensive health history and physical, and develop competence in describing and communicating normal and abnormal findings in a written and oral format.	MS	3	Required	31
NRS6 603 Introduction to Pharmacology for NA	This course discusses pharmacodynamics, kinetics and genomics to include a discussion of pKa, acid-base, lipid solubility and inhalational and IV induction drugs	MS	3	Required	31
NPHY 625 Pathophysiology for Nurse Anesthesia	This course expands on NPHY 612 to discuss in detail the impact anesthesia has on a variety of disease states and processes to include cultural, ethnic and gender differences.	MS	3	Required	31
NURS 614 Principles of Anesthesia Nursing II	This course expands on the basic principles discussed in N613 to include more advanced principles of anesthesia to include specialty core groups such as pediatrics, obstetrics and the elderly. In addition this course implements active simulation exercises to augment didactic instruction to include workshops	MS	3	Required	31
NURS 617 Technology and Physics of Anesthesia Nursing	This course discusses all of the physics involved in the delivery of anesthesia to include gas laws, diffusion, solubility, and electricity as well as a discussion regarding the technology used	MS	2	Required	31
NURS 604 Advanced Pharmacology for NA	This course expands on the pharmacology discussed in NRS6 603 to include an in-depth discussion on opioids, local anesthetics, and all adjunct medications that Nurse Anesthetists encounters in practice	MS	3	Required	31
NURS 654 Principles of Anesthesia Nursing III	This course reviews many of the advanced concepts of Nurse anesthesia to include cardiac, neurology and thoracic anesthesia as well as integration of high definition simulation exercises on	MS	3	Required	27

	more complex patients				
NURS 642 Professional Aspects of Anesthesia Nursing	This course discusses all of the professional issues of nurse anesthesia to include local and national issues, billing, licensure and credentialing. In addition students receive instruction in legal and social issues facing nurse anesthesia	MS	1	Required	27
NURS 672 Principles of Anesthesia Nursing IV	This course discusses all advanced aspects of nurse anesthesia with a heavy emphasis on high fidelity simulation, evidenced-based practice and independent nurse anesthesia practice	MS	3	Required	27
NRS 670 Anesthesia Nursing Seminar I	This course focuses on advanced issues in nurse anesthesia with an emphasis on cultural diversity and differences. Students do several workshop seminars discussing cultural issues in Nurse anesthesia and participate in a workshop with a nationally recognized expert in cultural diversity	MS	2	Required	27
NURS 675 Anesthesia Nursing Seminar II	This course focuses advanced principles in nurse anesthesia and reviews all of the basic and advanced principles to better prepare the students to take the national board certification examination following graduation.	MS	4	Required	24

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 637 Anesthesia Nursing Practicum I	MS	Pass/Fail	3	Required	31
NURS 657 Anesthesia Nursing Practicum II	MS	Pass/Fail	5	Required	31
NURS 673 Anesthesia Nursing Practicum III	MS	Pass/Fail	5	Required	31
NURS 615 Regional Anesthesia and Practicum	MS	Pass/Fail	3	Required	31
NURS 674 Anesthesia Nursing Practicum IV	MS	Pass/Fail	3	Required	24
NURS 676 Anesthesia Nursing Practicum V	MS	Pass/Fail	5	Required	24

Nursing Informatics

The Nursing Informatics specialty program incorporates cultural diversity and health disparities in the required course work. In particular, it emphasizes diverse ways in which people seek, evaluate, and use information and the influence of culture, gender, age, economics, education, and ethnicity on interactions with technology, information and knowledge.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 736 Technology Solutions for Generating Knowledge in Health Care	This introductory course builds knowledge, skills and abilities necessary to work in an information technology enabled healthcare environment. It focuses on the analysis and application of information technologies that support the provision of care including social context, availability of technology, and type of information along with social-technical, legal, regulatory and ethical concerns. Emerging technologies and contemporary issues are highlighted.	MS	3	Required	48
NURS 691 Organizational Theory: Application to Health Services Management	The content of this course is based upon social science theories and the administrative elements of planning, organizing, leading, and evaluating in the organizational setting.	MS	3	Required	51
NURS 786 Systems Analysis and Design	Information systems development is a process in which technical, organizational, and human aspects of a system are analyzed and changed with the goal of creating an improved system. This course will give students an understanding of the most common tools, techniques, and theories currently used in systems analysis and design. In this course, students are exposed to the concepts of health/computer literacy and rural health informatics.	MS	3	Required	29
NURS 770 Human Factors and Human-Computer Interaction	This course examines systems in which people interact with technology, with a focus on information systems in the healthcare setting specifically. There will be an emphasis on examining and critiquing current literature on the topics with a focus on various research methodologies.	MS	3	Required	33

NRS 720 The Changing world of Informatics in Healthcare	This course focuses on the rapid changes in information technology, informatics theory and policy that irrevocably reshape healthcare delivery practice and research. The course examines current trends in the changing world of informatics and technology as they pertain to nursing and healthcare	MS	3	Required	26
NURS 738 Practicum in Nursing Informatics	Practical experience in selected agencies/businesses with preceptors reinforces and enhances the skills needed by informatics nurse specialists to analyze, select, develop, implement, and evaluate information systems that impact nursing and healthcare. Experiences also allow students to analyze the information technology roles of their preceptors. Experience in project management, consultation, user interface, systems design, evaluation of system and role effectiveness, and application of research skills are emphasized.	MS	3	Required	32

Clinical Nurse Leader

In the Clinical Nurse Leader (CNL) program students learn in their course work and clinical settings to define culture according to the needs of the client, family, and/or community and learn to accept individual differences, recognize the influence of culture on well-being and health, and to provide culturally sensitive care in a variety of settings across the life span.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 505 Introduction to Professional Nursing Practice	This course will guide the student in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication, and therapeutic skills necessary to address common needs and responses of persons experiencing various health states.	MS	3	Required	90
NURS 503 Health	This course is designed to provide	MS	4	Required	172

Assessment	the nursing student with the knowledge and skills necessary to assess individual health as a multi-dimensional expression of bio-psycho-social-cultural well being.				
NURS 501 Pathopharmacology	This course focuses on the pathophysiologic disruption to system functioning and on the use of therapeutic drugs in the health care setting.	MS	5	Required	87
NURS 514 Adult Health Nursing	This course is designed to introduce Clinical Nurse Leader students to the application of the nursing process for clients in acute care units.	MS	3	Required	80
NURS 507 Introduction to Nursing and the CNL Role	This course provides an overview of the nature of nursing as an evolving profession and its relationship to the structure and function of the U.S. health care delivery system. Consideration is given to the impact of social, political, economic, and technological factors on the health care system and the nursing profession.	MS	2	Required	74
NURS 625 Gerontological Nursing	This course is designed to provide the student with the opportunity to systemically explore concepts relevant to successful aging. Factors that affect the delivery of health services and Gerontological nursing care are critically discussed.	MS	3	Required	37
NURS 517 Nursing Care of Infants and Children	The biological, psychological, social, cultural, and spiritual aspects of the child within the context of the family unit are examined. This course provides an understanding of how family-centered atraumatic care in the pediatric setting facilitates the health and well-being of infants, children, and adolescents.	MS	2	Required	66
NURS 509 Nursing Care of the Childbearing Family	This course provides an understanding of prenatal, women, and family nursing principles through classroom and seminar experiences. An	MS	3	Required	77

	evidence-based practice approach is used and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of the childbearing experience.				
NURS 511 Psychiatric/ Mental Health Nursing	This course uses an integrated biological, psychological, sociocultural, environmental, and spiritual approach, students with psychiatric disorders.	MS	3	Required	70
NURS 508 Community Health Nursing	This course provides the foundational principles of community and public health nursing. Ethical principles and concepts of social justice are incorporated by analyzing the origins of health disparities especially in cases of vulnerable populations.	MS	3	Required	90
NURS 523 Clinical Emphasis Practicum and Seminar	This course provides the student with opportunities to apply knowledge from nursing courses and critical thinking skills to clinical situations, patient care leadership, and case studies.	MS	1	Required	48
NURS 525 Clinical Nurse Leader	This course focuses on the leadership roles and management functions expected of the clinical nurse leader in a contemporary health care environment. The integration of leadership and management theory and the social responsibility of the nursing profession are emphasized.	MS	3	Required	97

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits / Hours	Required or Elective?	# of Student Completions
NURS 505 – Clinical laboratory learning experiences, 32 hours in clinical setting, experiences with standardized patients	MS	Pass/Fail	1 cr	Required	90
NURS 514 – 135 hours of direct patient care. Assessment of cultural considerations, health disparities, health literacy integrated into clinical activities	MS	Pass/Fail	2 cr	Required	48
NURS 517 – 90 clinical hours working with pediatric populations across the healthcare	MS	Pass/Fail	2 cr	Required	66

continuum, includes issues related to access to care and health disparities, as well as cultural considerations					
NURS 509 - 90 clinical hours working with maternal-child populations across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	MS	Pass/Fail	3 cr	Required	77
NURS 511 - 90 clinical hours working with psychiatric patients, in acute, chronic and outpatient settings across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	MS	Pass/Fail	2 cr	Required	70
NURS 508 - 90 clinical hours in a community/public health setting with a focus on health disparities and health literacy at the population level, also incorporates issues related to access to care and cultural considerations	MS	Pass/Fail	2 cr	Required	90
NURS 523 – 300 practicum hours in a precepted clinical setting. Concepts related to health disparities, cultural considerations, and health literacy are integrated into care delivery.	MS	Pass/Fail	7 cr	Required	48

Doctor of Nursing Practice (DNP)

Throughout the DNP program students are involved in a variety of opportunities to be involved with culturally diverse populations especially those from rural communities and medically underserved. To date, we have evaluated various cultural competency models and selected a model to implement throughout the curriculum. The Campinha-Bacote model was selected.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NDNP 802 Methods for Evidence-Based Practice	This course focuses on the skills and advanced knowledge necessary for critical analysis of evidence on which to base nursing practice. Students will be able to apply analytical methods to develop best practices and practice guidelines and to facilitate the evaluation of systems of care that will improve patient outcomes.	DNP	3	Required	15
NDNP 804 Theoretical and Philosophical Foundations of Nursing Practice	This course integrates nursing science with knowledge from biophysical, social, and organizational sciences as the basis for the highest level of nursing	DNP	3	Required	16

	practice.				
NDNP 805 Design and Analysis in Evidence-Based Practice	This course extends foundational competencies in research methods and design for experienced advanced practice nurses. Common approaches to statistical analyses are examined as well as epidemiological approaches to evaluate population health.	DNP	4	Required	20
NDNP 807 Information Systems and Technology for the Improvement and Transformation of Health Care	This course is designed to provide the DNP student with the knowledge and skills necessary to correctly utilize information systems and technology and to lead information systems and technology through transitions in order to improve and transform health care.	DNP	3	Required	22
NDNP 809 Complex Health Care Organizations	This course focuses on the analysis, synthesis, and application of complexity science and quantum theory to health care systems. This includes the contribution of organizational theories, organizational culture, and systems infrastructure in dynamic interplay across complex health care systems.	DNP	3	Required	40
NDNP 815 Leadership and Interprofessional Collaboration	This course focuses on the system dynamics as they affect highly collaborative teams and requirements for leadership.	DNP	3	Required	26

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NDNP 810 Capstone Project Identification	DNP	Pass/Fail	1	Required	13
NDNP 811 Capstone II: Project Development	DNP	Pass/Fail	1	Required	17
NDNP 812 Capstone III: Project Implementation	DNP	Pass/Fail	1	Required	16
NDNP 813 Capstone IV: Project Evaluation & Dissemination	DNP	Pass/Fail	1	Required	21

Doctor of Philosophy (PhD)

The PhD program incorporates the concepts of cultural diversity and cultural sensitivity in all required course work. Individual dissertations have focused on health disparities in immigrant and urban populations.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 840 Philosophy of	Reviews the nature of knowledge	PhD	3	Required	8

Science and Development of Theory	and theory in the various scientific disciplines.				
NURS 850 Experimental Nursing Research Designs	This course focuses on the relationship between theory and design and selected experimental and quasi-experimental research designs.	PhD	3	Required	10
NURS 851 Analysis for Experimental Nursing Research Designs	This course provides the theoretical and practical knowledge to conduct analyses of experimental data.	PhD	3	Required	10
NURS 841 Theory and Conceptualization in Nursing Science	This course focuses on the nature of theory in scientific disciplines, nursing theory within the context of the philosophy of science, and the evolution of nursing science and the application of conceptualization to the process and conduct of nursing research.	PhD	3	Required	7
NURS 814 Design and Analysis for Non-Experimental	This course provides an overview of non-experimental research designs (e.g., cohort, case-control, survey), measures such as incidence and prevalence, and related analytic procedures (e.g., logistic regression) for the study of nursing problems.	PhD	3	Required	8
NURS 815 Qualitative Methods in Nursing Research	Provides an overview to the qualitative paradigm and major approaches to qualitative research. Emphasis is placed on the appropriate use of qualitative methods and differences across qualitative approaches.	PhD	3	Required	9
NURS 811 Measurement of Nursing Phenomena	The theoretical basis of measurement is presented as a foundation for the development and evaluation of measurement instruments for use in nursing research.	PhD	3	Required	10
NURS 816 Multivariable Modeling Approaches in Health Sciences Research	This course covers several most commonly used multivariable modeling approaches for both normal and non-normal data, including linear regression, multiple linear regression, binary, multinomial, ordered logistic regression, log-linear models, and generalized linear models for analysis of health science and	PhD	4	Required	9

	medical.				
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B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 818 Research Practicum	PhD	Graded	6	Required	7
NURS 819 Research Rotation	PhD	Graded	5	Required	17
NURS 899 Dissertation Research	PhD	Graded	12	Required	29

Certificates

Environmental Health

The Environmental Health Certificate is uniquely focused on the complex interplay of environmental health, urban and rural communities, health literacy and health disparities.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 730 Environmental Health	Explores the relationship between human health and the environment. Students learn basic assessment techniques to determine risks in their personal lives and health care settings.	Cert.	3	Required	29
NURS 735 Applied Toxicology	This course provides nurses with a basic understanding of the physiology of toxicological mechanisms.	Cert.	3	Required	3
NURS 764 Advanced Environmental Health	Introduces students to a more in-depth exploration of environmental health issues.	Cert	3	Required	10

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/ Hours	Required or Elective?	# of Student Completions
None					

Global Health

The Global Health Certificate focus is on the impact of health disparities and health literacy of nations throughout the world. The courses focus on the problems of equality, health and social justice.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
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NURS 769 Society, Health, & Social Issues	This course examines social, cultural, and political-economic determinants of health from sociological and social epidemiological perspectives.	Cert.	3	Required	27
NRS 664 Critical Issues in Global Health	This course provides an overview of global health problems and equips students with tools to navigate the world of international health.	Cert.	3	Required	14
NURS 732 Program Planning & Evaluation in Community/Public Health	Systematic inquiry of the foundations of advanced community/public health program planning and evaluation of population/community focused health promotion/disease prevention programs and projects.	Cert.	3	Required	40
NRS 610 Global Health Seminar	This course familiarizes students with the challenges of designing and performing Global Health research and practice. Students will be introduced to the scientific literature on cultural differences in health and illness, and issues of health disparities and health care and cultural competencies.	Cert.	1	Required	6

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NRS 611 Global Health Field Experience	Cert.	Pass/Fail	2	Required	11

Teaching in Nursing and Health Professions

In each course of the Teaching in Nursing and Health Professions Certificate, particular emphasis is given to cultural sensitivity and diversity.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 787 Theoretical Foundations of Teaching and Learning in Nursing and Health Professions	This course will provide a foundation in theory and application of essential knowledge for teaching students, consumers, and continuing education in a variety of settings.	Cert.	3	Required	22
NURS 791 Instructional Strategies and Assessment of Learning in Nursing	This course prepares the student to select and implement instructional strategies and media that are				

and Health Professions	appropriate to the learning style of the learner, the content to be taught, the behavioral objectives of the learning material, and the processes of learning.	Cert.	3	Required	52
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B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 792 Practicum in Teaching in Nursing and Health Professions	Cert.	Graded	3	Required	30

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
N/A			

3) **Are the following changes in student cultural competency measured?** (Please mark all that apply)
No change is being measured.

4a) **If change is being measured, what are the methods used to assess such changes and how often do such assessments occur?** (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

N/A

4b) **Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.**

N/A

5) **If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?**

It would assist us if we had valid and reliable instruments (which are easily scored) to measure health disparities, health literacy, and cultural competency.

6) **Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.**

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Outreach – Fahie: two training grants which target middle, high school and undergraduate students who are from educationally and environmentally disadvantaged backgrounds and who are underrepresented in nursing.	Ongoing	Potential admits	Unlimited
2. Service – Fahie: serves on the Maryland Alliance a panel which promotes increase diversity of the health care workforce.	Ongoing	Potential admits	Unlimited
3. Grants – The Nurse Anesthesia program has a Health Resources and Services Administration grant to recruit underrepresented groups into the program. This grant provides funds to increase mentorship of minority nurses interested in becoming Nurse Anesthetists. Five \$10,000 scholarships were awarded by the Robert Wood Foundation to newly admitted students in the Clinical Nurse Leader program who are from groups underrepresented in nursing or from disadvantaged backgrounds. The PhD program was awarded \$177,000 a year for 3 years from the Department of Education's Graduates in Areas of Academic National Need for 5 fellows from underrepresented areas of nursing. The Enhancing the Doctor of Nursing Practice Program to Improve Healthcare for Underserved Populations of Maryland's purpose is to improve access to quality health care by providing a diverse and culturally competent workforce of Doctor of Nursing Practice (DNP) graduates through the enhancement of a DNP program at the UMSON. This funding allows us to increase the number of well prepared, ethnically diverse and culturally sensitive DNP graduates for faculty, clinical practice, and leadership positions. These DNP graduates will increase access to quality care for minorities and the underserved will help to reduce disparities in health care. The project will help to increase the quality and safety of health care by supporting evidence-based practice and strengthening health care systems. In the first year of the grant (2011-2012) a consultant led the review of the DNP program curriculum, enhancing cultural competence and sensitivity in each course. These grants are a great opportunity to increase student diversity.	Ongoing	Potential admits	Unlimited 5 5 unlimited
4.			

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health: Physical Therapy (offered through the School of Medicine)

Degree(s) Offered: Doctor of Physical Therapy (DPT)

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Physical therapy is a profession that demands a high level of technical, clinical expertise; but in order for practitioners to be effective they must develop interpersonal and affective skills that can be utilized appropriately with all patient populations. To reinforce development of these skills, the curriculum has identified seven curricular threads that are intentionally incorporated in teaching—one of which is cultural competence. In our working model, cultural sensitivity is viewed as a foundation for increasing competence.

To deliver instruction in this curricular thread, various teaching methods are used including lectures, case-based scenarios, simulations, independent learning modules, discussions, clinical experiences and assessment of learning. Inter-professional education is also being explored as a means to broaden student's exposure to other programs on the campus that seek to enrich learning around patient education strategies that can increase health literacy and address public health concerns related to health disparities.

Faculty deliver content related to cultural sensitivity and competence based on frameworks developed by the American Physical Therapy Association. Content related to health literacy and health disparities is based on public health models similar to those that appear in literature published through the Association of Schools of Public Health. In an outcomes study of our students conducted in conjunction with the Global Initiative Project (described later in this document), the educational training modules used were based on the framework for cultural competence education developed by Campinha-Bacote (1998).

The *Guide to Culturally Competent Health Care* (Purnell, 2008) is used as a recommended textbook because it is organized around a domain-model for the development of culturally sensitive health care practitioners and addresses a large number of cultural groups.

In preparation for clinical internships, students engage in learning modules that emphasize professionalism, cultural sensitivity and competency. The period preceding clinical placement is a particularly impressionable time in the student's academic career, and this focused learning helps bring together the exposure they have had throughout the curriculum related to this thread.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives (All course descriptions/objectives on subsequent pages)	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
Basic Sciences I	Content Focus: Increasing knowledge and skill building	Doctorate	9	Required	57
Basic Sciences II	Content Focus: Increasing knowledge and skill building	Doctorate	15	Required	57
Basic Sciences III	Content Focus: Increasing knowledge and skill building	Doctorate	12	Required	57
Professional Issues I	Content Focus: Increasing knowledge and skill building	Doctorate	3	Required	57
Professional Issues II	Content Focus: Increasing knowledge and skill building	Doctorate	2	Required	57
Professional Issues III	Content Focus: Increasing knowledge and skill building	Doctorate	4	Required	57
Medical Issues I	Content Focus: Increasing knowledge and skill building	Doctorate	6	Required	57
Medical Issues II	Content Focus: Increasing knowledge and skill building	Doctorate	6	Required	57
Musculoskeletal I I	Content Focus: Increasing knowledge and skill building	Doctorate	7	Required	57
Musculoskeletal I II	Content Focus: Increasing knowledge and skill building	Doctorate	7	Required	57
Neuromuscular I	Content Focus: Increasing knowledge and skill building	Doctorate	7	Required	57
Neuromuscular II	Content Focus: Increasing knowledge and skill building	Doctorate	7	Required	57
Clinical Qualifying Measures/Under-served Populations and Rural Health	Content Focus: Increasing knowledge and skill building	Doctorate	1	Required	57

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course

- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

Doctor of Physical Therapy Course Descriptions Curricular Sequence

DPTE 511 (9SHC): Basic Sciences I

Basic Sciences Block I provides a study of the morphology of the human body including the macro-anatomy (gross anatomy), microanatomy (histology) of the basic tissues, and provides an introduction into the mechanisms of diseases. It includes the study of the bones, ligaments, muscles, nerves, blood vessels, and their associated organs. Emphasis is placed on the musculoskeletal and neuromuscular systems. Consideration is given to clinical entities, by including imaging and clinical cases. Formal lectures, laboratory experiences (including cadaver dissections, observation of radiographs, and microscopy sessions) are supplemented by required reading, CD-ROM material and web-based resources.

DPTE 512 (3SHC): Professional Issues I

Professional Issues Block I will be focused on the orientation of the student to the Department of Physical Therapy and the American Physical Therapy Association policies and procedures. This orientation is designed to insure student compliance with all departmental, university, and professional regulations and guidelines for conduct. As such, the student will be completing many of the administrative tasks necessary for enrollment as a full time student. Lecture, and discussion of the *Maryland Physical Therapy Practice Act* and self directed exercises on the *Guide to Physical Therapy Practice* will provide the opportunity for the student to examine the ethical and professional issues surrounding physical therapy practice and conduct as a student in this program. Extemporaneous speaking and computer laboratory sessions with PowerPoint software will give the student the skills to prepare and give professional presentations that can contribute to the body of physical therapy knowledge.

DPTE 513 (15SHC): Basic Sciences II

Basic Sciences Block 2 provides an integrated “systems-oriented” approach to the morphological and developmental organization of the human body. Integrated study of neuroanatomy, embryology, histology, physiology, pathology and pharmacology is employed in this block to prepare students for the rest of the professional curriculum. Formal lectures, laboratory experiences, and clinical correlation conferences, supplemented by required readings are used to help students gain mastery of the essential concepts of these foundational sciences. Each of the body’s major organ systems will be studied beginning with structural and functional aspects of individual cell types and progressing to tissue and systems levels. Basic pathology, pathophysiology, and system-related pharmacology are addressed before moving to each new subject area. The interdependence of structure and function of tissues and organs is emphasized throughout the lifespan. The block faculty includes basic and clinical scientists as well as physical therapy clinicians.

DPTE 514 (12SHC): Basic Sciences III

This block will integrate and consolidate the foundations of movement sciences and bio-physical sciences pertaining to human and function across the life span. It will likewise serve as an interface between the previous basic science blocks and the clinical sciences blocks. Students will acquire knowledge in the application of biomechanical and patho-mechanical correlates and motor behavior theories to the analyses of movements in health and pathology and use this knowledge to develop basic screening, evaluation, assessment and performance measures and skills. They will develop the basic skills of documenting and reporting the findings of the studied evaluation measures and intervention outcomes. The student will learn to describe, operate and apply skillfully various therapeutic

technologies used in habilitation and rehabilitation of patients with musculoskeletal, neuromuscular, cardio-pulmonary, vascular, and integument deficits. Instruction will foster critical thinking and an evidence-based approach to problem solving skills necessary for developing effective and efficient independent clinicians. Lectures, laboratory activities, numerous case presentations and problem-based learning will be used in this block. Successful mastery of the material presented in the block will be measured through performance on written and practical examinations.

DPTE 515 (2SHC): Professional Issues 2

The second Professional Issues block will prepare the student to communicate and appropriately interact with other health care providers, third party payers, patients, clients, and their families. Educational experiences will include panel discussions with professionals in rural, community, teaching, and research settings. A visit to the APTA headquarters is scheduled to demonstrate the role of the national organization in physical therapy legislation and practice. Extensive exercises in documentation and ethics will provide the student with a foundation to communicate clinical decisions and conduct themselves professionally to other health care professionals, patients, clients, and their caregivers

DPTE 516 (6SHC): Medical Issues 1

This block will provide the student with knowledge of common medical and surgical conditions presenting throughout the lifespan. The hospital clinical practice setting will serve as the introductory benchmark for instruction and will highlight, compare and contrast the variety of settings reflective of patient acuity – emergency room, intensive care unit, transitional care unit and general medical/surgical units. Instruction will then be elaborated beyond the hospital setting to foster the critical thinking and clinical problem solving skills necessary for effective and efficient functioning in the role of primary clinical care provider in both inpatient and outpatient settings. Lectures, laboratory exercises, clinical visits and independent learning modules will assist students in demonstrating the clinical relevance of information obtained via analysis of laboratory and medical/surgical data, patient co-morbidities/risk factors, resource availability and information gained through interdisciplinary professional interactions. The block outcome will be the demonstration of competency and proficiency in prioritizing, executing and modifying safe and evidence-supported examinations and interventions.

DPTE 521 (6SHC): Medical Issues 2

This block will provide the student with an integrated framework of the interplay of vascular function/integrity upon integumentary hygiene and the maintenance of a viable limb. Through directed instruction, students will learn the varied techniques of vascular and integumentary examination to discern pathologic etiologies to enable directed and efficacious therapeutic interventions. Clinical wound management practices will be outlined for multiple types of open wounds, burns and common dermatologic disorders. A significant portion of this block will also be dedicated to the comprehensive understanding of the etiology and management of congenital, traumatic and acquired pathological amputations. Lectures, laboratory exercises, clinical visits and independent learning modules will assist students in demonstrating appropriate decision making and the clinical relevance of presented information. This block will encompass age-appropriate and setting-specific principles of prevention, examination, thoughtful analysis and outcome-based interventions. Appropriate documentation strategies will also be highlighted, discussed and practiced.

DPTE 522 (7SHC): Musculoskeletal 1

The material presented in Musculoskeletal Block 1 will address orthopedic injuries and diseases of the upper and lower extremities. Learning experiences will include lectures, laboratory sessions, real and simulated patient cases, in addition to small group discussions that focus on clinically relevant examination and management techniques of persons throughout the lifespan. Upon completing this block, the student should be able to critically examine, communicate, and effectively document the information gathered during the initial examination, as well as, appropriately manage persons with orthopedic injuries and diseases. Weekly laboratory and seminar sessions will assist the student to understand the evidence supporting the concepts presented during the block and integrate these concepts into independent practice.

DPTE 523 (1SHC): Part-time affiliation 1

Part-time affiliations associated with Neuromuscular I and Musculoskeletal I blocks will introduce students to the clinical environment in order to practice their clinical skills under direct supervision of a clinical instructor. The students will be afforded the opportunity to apply didactic knowledge, develop professional behaviors, and practice hand-on skills.

DPTE 524 (7SHC): Neuromuscular 1

This block will cover advanced study of neurological disorders of the central, sympathetic, and peripheral nervous systems across the lifespan. The emphasis will be on problem-solving and integrating the examination skills and intervention skills covered in previous courses to help students further develop their skills in establishing and executing a comprehensive plan of care for the neurological population. Students will be introduced to the identification and critique of evidenced to support clinical practice and the begin training in decision making to develop the skills necessary for independence practice for neurologic patient populations.

DPTE 525 (7SHC): Musculoskeletal 2

The material presented in Musculoskeletal Block 2 will address orthopedic injuries and diseases affecting the spine, sacroiliac joints and hip. Learning experiences will be based on lectures, laboratory sessions, real and simulated patient cases, as well as from small group discussions that focus on clinically relevant examination and management of persons throughout the lifespan. Upon completing this block the student should be able to critically examine, communicate, and document the information gathered during the initial examination and appropriately manage persons with orthopedic injuries and diseases. The design of the block incorporates suggestions from the Guide to Physical Therapist Practice. Weekly laboratory and seminar sessions will assist the student to understand the evidence supporting the concepts presented during the block and to integrate these concepts into independent practice.

DPTE 526 (1SHC): Part-time affiliation 2

Part-time affiliations associated with Neuromuscular II and Musculoskeletal II blocks will place students in the clinical environment in order to practice their clinical skills under direct supervision of a clinical instructor. The students will be afforded the opportunity to apply didactic knowledge, develop professional behaviors, and practice hand-on skills.

DPTE 527 (7SHC): Neuromuscular 2

This block will continue the advanced study of neurological disorders of the central, sympathetic and peripheral nervous system across the lifespan. The emphasis will be on problem-solving and integrating the examination and intervention skills covered in previous blocks to facilitate the development of competency in establishing and executing a comprehensive plan of care for the

neurologic population. Concepts presented in Neuromuscular Block I will be built upon, especially the identification and critique of evidence to support practice and clinical decision making necessary to function as an independent practitioner. Students will have the opportunity to document and communicate their findings appropriately. Small group seminars will further skills in critique of evidence to support clinical practice. Students will receive additional training in decision making to develop the skills necessary for an independent practitioner.

DPTE 528 (4SHC): Professional Issues 3

Professional Issues Block 3 will focus on how to manage, market, and act as a supervisor in a physical therapy practice. By the end of this block students should be able to understand topics including billing and reimbursement, applying and interviewing for a job, staff development, productivity, quality improvement, legal issues of physical therapy practice, and practice and program marketing. In addition, students should be able to apply these principles to their clinical decision making and professional interactions with other health care providers, third party payers, patients, clients, and their caregivers. Learning experiences will include guest lectures, mock interviews, billing cases, role playing, and small group discussions. A block project will be assigned to simulate a marketing plan for a community based wellness program. This project will integrate concepts of wellness, communication, and use of web based technology addressed in previous blocks.

DPTE 530 (1SHC): Clinical Qualifying Measures

Clinical Qualifying Measures (CQM) is a multifaceted process wherein student professional growth, development and skill is assessed in a triangulated fashion. Students, peers, faculty and simulated patients provide data that is reviewed in composite to ascertain student readiness to proceed to the full-time clinical internship phase of the curriculum. CQM components include, but are not limited to: basic skills checks, portfolio reviews, simulated patient encounters and clinical documentation. Prior to the simulated patient encounter, students engage in active learning techniques to help synthesize and integrate information gained throughout the didactic phase of the curriculum. Emphasis is on clinical problem-solving, prioritization and use of evidence-based strategies.

DPTE 532 (1 to 4 SHC): Independent Study – Educational Development

This course provides the opportunity for students to become involved with subjects, topics, and projects that are relevant to Physical Therapy but are not included in the rest of the curriculum. Advanced applications will also be included on an individual basis. Completion of the IAPP will be embedded within this course, with the number of credits reflective of individual circumstances.

DPTE 545: Full Time Clinical Internship I [10 SHC]

In this first in a series of three full-time internships, students are provided the opportunity to apply didactic knowledge, develop professional behaviors, and practice patient/client management in a clinical setting. Students will perform all aspects of the patient-client management model, including: examination, evaluation, diagnosis, prognosis, and plan-of-care, documentation, delegation, legal and financial issues related to physical therapist practice. The internship is 11.5 weeks in length [10 week clinical phase]. A one-week preparatory phase is utilized to prepare academically, clinically, and administratively for the clinical portion. Clinical hours are determined by the clinic and may vary between 35-50 hours per week. These hours may occur from Sunday through Saturday, including evenings and weekends. The Clinical Instructor [CI] and the student, at midterm and conclusion of the internship, use the APTA-developed web-Clinical Performance Instrument [webCPI] to provide formal written performance evaluations. In addition to clinical care, the student is required to attend an

introductory on-campus orientation, complete the web-CPI certification training, and complete an on-line case report quiz. By the conclusion of the internship, the student will meet “Entry-level” standard for the first five Professional Practice criteria of the CPI and “Advanced Intermediate” standard for the Patient Management criteria and Professional Development criterion of the web-CPI.

DPTE 546: Full Time Clinical Internship II [10 SHC]

In this second full-time internship, students are provided the opportunity to continue to apply their didactic knowledge, develop professional behaviors, and practice patient/client management in another clinical setting. They will perform all aspects of the patient-client management model, as described in DPTE 545. The internship is 11.5 weeks in length [10 week clinical phase]. A one-week preparatory phase is utilized to prepare academically, clinically, and administratively for the clinical portion. Clinical hours are determined by the clinic and may vary between 35-50 hours per week. These hours may occur from Sunday through Saturday, including evenings and weekends. The CI and the student, at midterm and conclusion of the internship, use the webCPI to provide formal written performance evaluations. To successfully pass the block, the student must meet “Entry-level” standard for all the Professional Practice and Patient Management criteria of the web-CPI. In addition to clinical care, participation in Career Day / Clinical Education seminar held on UMB campus during preparatory week and completion of either a Case Report or Consultation Project assignment is required.

DPTE 547: Full Time Clinical Internship III [10 SHC]

In this third, and final, full-time internship, students are provided the opportunity to continue to apply their didactic knowledge, develop professional behaviors, and practice patient/client management in another clinical setting. They will perform all aspects of the patient-client management model, as described in DPTE 545. The internship is 11.5 weeks in length [10 week clinical phase]. A one-week preparatory phase is utilized to prepare academically, clinically, and administratively for the clinical portion. Clinical hours are determined by the clinic and may vary between 35-50 hours per week. These hours may occur from Sunday through Saturday, including evenings and weekends. The CI and the student, at midterm and conclusion of the internship, use the webCPI to provide formal written performance evaluations. To successfully pass the block, the student must meet “Entry-level” standard for all of the Professional Practice and Patient Management criteria. In addition to clinical care, completion of either a Case Report or a Consultation Project assignment and an on-campus Clinical Education conclusion session is required.

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded	# of Credits / Hours	Required or Elective?	# of Student Completions
Global Initiatives Project Participating students travel to low-resourced countries with faculty member for supervised short-duration internships	Doctorate	Graded	1	Elective	7
Professional Practice Opportunity Students may choose to perform clinical activities under supervision with under-served populations	Doctorate	Graded	1	Elective	14
Medical Issues II—Underserved Populations and Rural Health	Doctorate	Graded	6	Required	57

Students engage in educational modules to prepare them for this experience with the medically indigent, homeless, and underserved for low healthcare-access populations					
Part-time Affiliation I In Part-time Affiliations students are prepared for and interact with patient populations that require cultural sensitivity/competence	Doctorate	Graded	1	Required	57
Part-time Affiliation II As listed above	Doctorate	Graded	1	Required	57
Clinical Internship I Students develop clinical competence in these Internships and are graded by the clinical instructor on their demonstration of cultural sensitivity/competence and health literacy	Doctorate	Graded	7.5	Required	46
Clinical Internship II As listed above	Doctorate	Graded	7.5	Required	46
Clinical Internship III As listed above	Doctorate	Graded	7.5	Required	46
Service Learning Center Students may volunteer to participate in this department sponsored and faculty supervised clinic that serves the uninsured/underinsured in the Baltimore community	Doctorate	Ungraded	N/A	Elective	10

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
President's Outreach Council School Visit Day Program Student volunteers host elementary school students in this program that provides exposure to a variety of healthcare professions in order to increase their knowledge of career options	Doctorate	Elective	15

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes

Other changes: emotional resilience; flexibility; openness; professional autonomy; and perceptual ability.

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

Cultural competence is a curricular thread in the program and included in each Block (Course) of the curriculum. In most Blocks, students encounter case-based patient scenarios that incorporate concepts and skills in cultural competence, sensitivity and health literacy. Written exams are used to assess learning of affective skills and issues related to health disparities. Assignments are included in many Blocks that reinforce the professional expectation for students to develop cultural competence. Interactions with simulated patients provide realistic practice experience in a supervised setting with faculty grading and feedback. Self-reflection activities encourage students to process learning and examine their learned and acquired biases. At the conclusion of each Block, students are required to complete a Block Evaluation in which they are asked to identify whether or not the thread of cultural competence was evident in the Block content.

In Clinical Internships students are graded mid-term and at the end of the 10 week internship by use of the *Clinical Performance Instrument (CPI)*, which is a standardized assessment tool used in physical therapy clinical education. The student's ability to demonstrate cultural sensitivity is graded on a scale that indicates "entry-level practitioner" skill, which is required for student to pass. These skills are measured three times within one clinical year for each student in the program.

Students who participated in the Global Initiatives Project were given pre- and post-assessments using the *Cross-Cultural Adaptability Index* tool. Prior to the immersion experience in a developing country they received a module of educational training in cultural competency with a focus on adaptability in attitudes and skills based on the work of Campinha-Bacote. These students were compared to program-peers who completed the educational module only, but did not travel for the immersion.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

For the referenced academic year, in most Blocks greater than 70% of students identified that the curricular thread of cultural competence was "evident". (N=57)

This same year, no student failed Clinical Internships due to a low assessment of their cultural competence assessment on the CPI.

Based on the small sample of students who were able to participate in the Global Initiatives Project, there was a greater change in cross-cultural adaptability among students who received the educational training module plus immersion experience than with the group of students who had the educational training module only.

At the conclusion of their professional education, students must sit for and pass the National Physical Therapy Examination (NPTE) in order to become licensed to practice. Data received from the NPTE compares our students to other national cohorts of first-time exam takers. One of the NPTE content

areas, *Teaching & Learning*, measures the graduate's ability to create a learning environment in which information is effectively communicated to patients/clients to ensure that they receive appropriate instruction to support patient/client management decisions. While cultural competence is not specifically measured in this content area of the NPTE, the ability to be effective with diverse patients/clients is considered to be necessary. Overall, this year the national mean scale score was 645.5. Our students scored above the national average with a mean scale score of 649.3.

Anecdotally, students who engaged in cultural experiences provided by the program reported an increased level of cultural awareness, a reflective knowledge of their own personal biases, a greater level of what is demanded to be culturally sensitive and respectful, and gratitude for having had the experience.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

Student change is being measured in many areas of our program components; however, increased financial resources would allow us to expand the current initiatives we have, particularly related to Global Initiatives so that more students can participate. Additionally, greater financial resources would allow the program to increase the use of standardized tools to measure and report outcomes.

In order to implement a study measuring parameters of cultural competence with an entire class cohort of DPT students (excluding the global immersion experience), funding support is needed to analyze and interpret the data points pre- and post- curricular initiatives.

Increased human resources to assist in training and tracking outcomes could help the program realize maximal benefit.

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Publications - Reicherter, Health Literacy: physical therapists' perspectives	2012	Clinicians	Unlimited
Reicherter, The translation and use of The Profile of Chronic Pain to assess impact of pain on lives of Chinese-born older adults residing in the United States	2011	Clinicians	Unlimited
Conroy and Reicherter, Interdisciplinary student-provided service to underserved populations: implementation at a geriatric community in Baltimore, Maryland	2011	Clinicians	Unlimited
Reicherter, Sustainable Service Learning Strategies: outcomes in physical therapy and rehabilitation science	2012	Clinicians	100

Gordes, Dissertation on Childhood Obesity (In process) Intended Outcome: Education of clinicians in areas of health disparities, health literacy and cultural sensitivity	In process	Clinicians	In process
2. Faculty Participation in Health Volunteers Overseas and Global Health Initiative Counsel – Glickman	Present	Low-resourced global countries	Unlimited
3. Mid-Atlantic Burn Camp- Kalil: Twenty-five year old history of providing services to diverse children and youth who are living with burn sequela. Founder and director is faculty member.	1987-Present	Children, youth and families	Unlimited
4. Faculty Development “Lunch & Learn” with Cultural Competence Topics – These annual seminars will provide faculty/staff with on-going state of the art information related to teaching/learning in this area	2013	Faculty and Staff	30
5. Community Presentations on Health Literacy, Health Disparities, Health Promotion and Illness Prevention in Low-Resourced Countries – Baker: Presentations in countries throughout the world designed to promote increased health literacy and provide the goals of public health.	2008-Present	Community populations	Unlimited
6. Community Outreach Projects by Faculty/Staff/Students - Students, faculty and staff participate in many, varied community outreach projects that serve culturally diverse populations, such as national non-profits to raise health awareness and literacy among underserved populations and local entities that serve the Baltimore community. These are often events that generate funds for research and scientific advances.	1992-Present	Local and national populations	Unlimited

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health: Clinical Laboratory Science/Medical Technology (offered through the School of Medicine)

Degree(s) Offered: Bachelor's, Master's

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The Department of Medical and Research Technology is housed in the School of Medicine. Our academic program offers both Bachelor of Science and Master of Science degrees. At either level, students may choose from specialized tracks of study which include clinical laboratory science and biotechnology at the undergraduate level and laboratory management and biomedical science research at the graduate level. The undergraduate program is accredited by the National Accrediting Agency for Clinical Laboratory Scientists (NAACLS).

Clinical laboratory scientists, formerly known as medical technologists, perform essential laboratory testing that is critical to the detection, diagnosis, and treatment of disease. They prepare and analyze body tissues, blood and fluids for doctors and researchers and are responsible for confirming the accuracy of test results and reporting laboratory findings to the pathologist and other doctors. Because this profession is laboratory based, clinical laboratory scientists have virtually no direct contact with the patients whose samples they assay. The American Society for Clinical Pathology (ASCP) and the American Society for Clinical Laboratory Science (ASCLS) are the two most prominent professional societies for clinical laboratory scientists. With respect to cultural competency training and health disparities reduction activities, neither the ASCP nor the ASCLS has provided guidance on training laboratory professionals, other than the recognition that the profession, itself, is evidencing increased ethnic and cultural diversity among its practicing clinical laboratory scientists. Likewise, NAACLS has not offered any recommendations with respect to curricular content in these areas.

Graduates of our program who selected the clinical laboratory science or laboratory management tracks find employment primarily in hospital-based clinical laboratories of pathology; however, the career opportunities are quite broad and our alumni are employed by government agencies such as the FDA and the NIH. Graduates of our program who selected the biotechnology or biomedical science research track are highly marketable in private and public research laboratories. While clinical laboratory scientists and biomedical research scientists have no direct contact with patients, they practice in culturally and geographically diverse work settings.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
MEDT 452 Clinical Chemistry	Students to access an on-line learning module on Rural Interdisciplinary Healthcare Teams. This module focuses on disparities in infant mortality rates as well as higher incidences of breast cancer, colon and lung cancer and coronary disease among ethnically, and socio-economically diverse populations in medically underserved areas.	Bachelor	4	Required	16
MEDT 409 Laboratory Management	Course contains teaching modules on cultural diversity from the human resources perspective which prepares our students to function both as members of a culturally diverse healthcare team as well as supervisors and laboratory managers of an increasingly culturally diverse clinical or research-based laboratory.	Bachelor	3	Required	31
MEDT 680 Laboratory Management	Course contains teaching modules on cultural diversity from the human resources perspective which prepares our students to function both as members of a culturally diverse healthcare team as well as supervisors and laboratory managers of an increasingly culturally diverse clinical or research-based laboratory.	Master	3	Required	12

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded?	# of Credits / Hours	Required or Elective?	# of Student Completions

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

No change is being measured

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

N/A

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

N/A

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

Students' knowledge of issues related to health disparities and cultural competency as assessed using conventional course quizzes and examinations. Change in perception, i.e. pre- and post-testing is not part of the assessment process.

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1.			
2.			

Supplement B

USM Requested

2012 Demographic Data

University of Maryland, Baltimore

March, 2013

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
1 - Tenured/Tenure-Track	2008	African American	36	6.15%	16	20	
		Asian/Pacific Islander	75	12.82%	21	54	
		Hispanic	18	3.08%	4	14	
		Native American	2	0.34%	1	1	
		White	454	77.61%	134	320	
				585		176	409
	2009	African American	34	5.76%	14	20	
		Asian/Pacific Islander	77	13.05%	19	58	
		Hispanic	15	2.54%	4	11	
		Native American	2	0.34%	1	1	
		White	462	78.31%	136	326	
				590		174	416
	2010	African American/Black	30	5.26%	12	18	
		American Indian/Alaska Native	2	0.35%	1	1	
		Asian	77	13.51%	15	62	
		Hispanic/Latino	15	2.63%	5	10	
		Other Pacific Islander	1	0.18%	.	1	
		White	445	78.07%	133	312	
				570		166	404
	2011	African American/Black	29	5.14%	12	17	
American Indian/Alaska Native		2	0.35%	1	1		
Asian		80	14.18%	16	64		
Hispanic/Latino		14	2.48%	5	9		
Not Reported		1	0.18%	1	.		
Other Pacific Islander		1	0.18%	.	1		
White		437	77.48%	135	302		
			564		170	394	
2012	African American/Black	31	5.54%	13	18		
	American Indian/Alaska Native	2	0.36%	1	1		
	Asian	82	14.64%	17	65		
	Hispanic/Latino	12	2.14%	4	8		
	Not Reported	1	0.18%	1	.		
	White	432	77.14%	135	297		
			560		171	389	

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
2 - Non-Tenure Track	2008	African American	169	9.53%	106	63	
		Asian/Pacific Islander	266	15.00%	118	148	
		Hispanic	46	2.59%	31	15	
		Native American	7	0.39%	4	3	
		Not Reported	22	1.24%	12	10	
		White	1263	71.24%	654	609	
				1773		925	848
		2009	African American	187	9.98%	122	65
	Asian/Pacific Islander		276	14.73%	125	151	
	Hispanic		56	2.99%	41	15	
	Native American		6	0.32%	3	3	
	Not Reported		34	1.81%	13	21	
	White		1315	70.17%	698	617	
				1874		1002	872
		2010	African American/Black	189	9.72%	124	65
	American Indian/Alaska Native		5	0.26%	3	2	
	Asian		308	15.84%	138	170	
	Hispanic/Latino		54	2.78%	33	21	
	Not Reported		26	1.34%	10	16	
	Other Pacific Islander		6	0.31%	2	4	
	Two or More Races		5	0.26%	4	1	
	White		1352	69.51%	735	617	
				1945		1049	896
		2011	African American/Black	200	9.70%	136	64
	American Indian/Alaska Native		4	0.19%	3	1	
	Asian		335	16.25%	164	171	
	Hispanic/Latino		46	2.23%	28	18	
Not Reported	29		1.41%	11	18		
Other Pacific Islander	5		0.24%	3	2		
Two or More Races	5		0.24%	4	1		
White	1437		69.72%	791	646		
			2061		1140	921	
	2012	African American/Black	216	9.96%	147	69	
American Indian/Alaska Native		3	0.14%	3	.		
Asian		375	17.30%	174	201		
Hispanic/Latino		46	2.12%	24	22		
Not Reported		36	1.66%	15	21		
Other Pacific Islander		5	0.23%	2	3		
Two or More Races		5	0.23%	3	2		
White		1482	68.36%	824	658		
			2168		1192	976	

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
3 - Non-Faculty	2008	African American	1370	34.20%	983	387	
		Asian/Pacific Islander	342	8.54%	227	115	
		Hispanic	70	1.75%	46	24	
		Native American	12	0.30%	8	4	
		Not Reported	54	1.35%	29	25	
		White	2158	53.87%	1446	712	
				4006		2739	1267
		2009	African American	1353	32.90%	955	398
	Asian/Pacific Islander		365	8.87%	245	120	
	Hispanic		76	1.85%	49	27	
	Native American		12	0.29%	8	4	
	Not Reported		52	1.26%	30	22	
	White		2255	54.83%	1527	728	
				4113		2814	1299
		2010	African American/Black	1392	33.13%	988	404
	American Indian/Alaska Native		8	0.19%	5	3	
	Asian		374	8.90%	239	135	
	Hispanic/Latino		93	2.21%	60	33	
	Not Reported		43	1.02%	24	19	
	Other Pacific Islander		6	0.14%	6	.	
	Two or More Races		18	0.43%	14	4	
White	2268		53.97%	1506	762		
			4202		2842	1360	
	2011	African American/Black	1347	32.61%	952	395	
American Indian/Alaska Native		7	0.17%	4	3		
Asian		397	9.61%	244	153		
Hispanic/Latino		83	2.01%	52	31		
Not Reported		33	0.80%	18	15		
Other Pacific Islander		5	0.12%	5	.		
Two or More Races		13	0.31%	11	2		
White		2246	54.37%	1494	752		
			4131		2780	1351	
	2012	African American/Black	1325	31.95%	934	391	
American Indian/Alaska Native		6	0.14%	4	2		
Asian		399	9.62%	254	145		
Hispanic/Latino		87	2.10%	57	30		
Not Reported		47	1.13%	29	18		
Other Pacific Islander		2	0.05%	2	.		
Two or More Races		12	0.29%	11	1		
White		2269	54.71%	1494	775		
			4147		2785	1362	

Students by Race and Gender

Year	Race	Total	Pet	Gender	
				F	M
2008	African American	1069	17.37%	838	231
	Asian/Pacific Islander	821	13.34%	555	266
	Hispanic	239	3.88%	165	74
	Native American	19	0.31%	13	6
	Not Reported	461	7.49%	297	164
	White	3547	57.62%	2562	985
		6156		4430	1726
2009	African American	1103	17.28%	868	235
	Asian/Pacific Islander	894	14.01%	597	297
	Hispanic	239	3.74%	163	76
	Native American	18	0.28%	14	4
	Not Reported	481	7.54%	309	172
	White	3647	57.15%	2614	1033
		6382		4565	1817
2010	African American/Black	943	14.85%	751	192
	American Indian/Alaska Native	15	0.24%	11	4
	Asian	880	13.86%	591	289
	Hispanic/Latino	272	4.28%	188	84
	International	208	3.28%	129	79
	Not Reported	154	2.43%	99	55
	Other Pacific Islander	7	0.11%	4	3
	Two or More Races	142	2.24%	102	40
	White	3728	58.72%	2625	1103
		6349		4500	1849
2011	African American/Black	905	14.15%	702	203
	American Indian/Alaska Native	13	0.20%	8	5
	Asian	899	14.06%	614	285
	Hispanic/Latino	305	4.77%	218	87
	International	225	3.52%	140	85
	Not Reported	152	2.38%	106	46
	Other Pacific Islander	3	0.05%	1	2
	Two or More Races	162	2.53%	124	38
	White	3731	58.34%	2594	1137
		6395		4507	1888
2012	African American/Black	873	13.71%	685	188
	American Indian/Alaska Native	9	0.14%	5	4
	Asian	913	14.34%	619	294
	Hispanic/Latino	336	5.28%	230	106
	International	235	3.69%	145	90
	Not Reported	157	2.47%	111	46
	Other Pacific Islander	1	0.02%	.	1
	Two or More Races	190	2.98%	145	45
	White	3654	57.38%	2532	1122
		6368		4472	1896

**UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL
DIVERSITY**



MAY 2013

I. The UMBC Diversity Plan and Progress

Throughout 2012, UMBC has taken steps to continue deepening its commitment to diversity as one of its core principles guiding the recruitment and retention of faculty, staff, and students. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC has achieved national recognition as a model campus for its diversity initiatives, including The Meyerhoff Scholarship Program, the UMBC ADVANCE program, the PROMISE Alliance, and the ACTiVATE Entrepreneurship program. These programs and others reflect the substantive commitment to diversity that UMBC continues to fulfill. Four overarching goals constitute the organizing framework for UMBC's diversity programs:

- A. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community**
- B. To provide conditions for personal success**
- C. To provide a culture of safety, inclusion, and respect**
- D. To encourage and support individual development and advancement**

The UMBC Diversity Plan dated March 4, 2009 advanced specific recommendations related to the Diversity Council; increasing support for transfer students to address the achievement gap; increasing the diversity of faculty and staff; and supporting the success of faculty and staff recruited to UMBC under the various diversity initiatives. The Diversity Council has begun work on a Diversity Resource Guide for the UMBC community. Progress on other goals in the plan is reported in the sections below.

II. Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Recruitment and Support of a Diverse Undergraduate Student Body

A. Programs that support student diversity and success

1. Funding from the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS) for Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program at UMBC has been renewed through May 2015. This grant will continue to provide financial support, academic advising and professional development to an anticipated 34 undergraduate junior and senior underrepresented minorities (URM) each year. The program's focus is to support students underrepresented in the fields of biomedical or behavioral sciences, or mathematics, who seek to earn a Ph.D. and pursue a research career. Since the program's beginning in 1997, a total of 306 students have been selected as MARC Trainees, 97% of whom have graduated with STEM Bachelor's degrees. Trainees typically enroll in a Ph.D. program upon graduation with a B.S. in a biomedical discipline. 93% of MARC Trainees have entered post-graduate education. More specifically, 68% of MARC alumni entered either a Ph.D. or a combined M.D. /Ph.D. program. To date 49 program alumni have earned a Ph.D. in a field of biomedical science; this includes 13 who have earned an M.D. /Ph.D.
2. The Center for Women in Technology (CWIT) in the College of Engineering and Information Technology (COEIT) supports UMBC's commitment to diversity by identifying those areas in engineering and technology where women are significantly underrepresented and offering support. CWIT supports the University in its efforts to attract private and public funding.

In the Fall 2012, CWIT served 43 current Scholars and the total number of CWIT Scholars since 2002 reached 121. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2012 have either graduated in a COEIT major or are currently continuing their studies. The average GPA of current Scholars at the end of the spring 2012 semester was 3.5. In addition, CWIT currently provides academic, personal, and professional development support to 8 T-SITE Scholars (NSF funded transfer students) and 121 Affiliates (112 women and 9 men). CWIT Affiliates are invited to participate in an annual retreat at the start of the semester, and are included in CWIT Scholar community-building events, academic and career programming, and service learning activities. Thirty one Affiliates who were new students were matched with an upper class peer mentor.

In May of 2012, the 2011 Affiliates were invited to complete the CWIT End of Year Survey about their experiences. Fourteen of 64 of last year's Affiliates completed the online survey. Seventy-five percent of respondents rated their overall experience as a CWIT Affiliate as good or excellent. Twenty eight peer mentors and mentees also evaluated their mentoring experiences in separate online surveys. Eighty-three percent of the mentees who responded rated their mentoring experience good or excellent. Mentees reported that the peer mentoring program helped them make friends and meet other women majoring in engineering and computing, increased their belief that they will continue to earn good grades, and provided information about UMBC resources.

CWIT served 21 new transfer students as part of its Affiliates Program in the Fall 2011. The Affiliates Peer Mentoring Program matched 31 new engineering and IT students with upper class students in their major, including 13 transfer students.

3. During the AY 2011-2012 a total of 7 staff and 249 students from the Meyerhoff Scholars Program (with 59% from underrepresented populations) participated in a variety of academic and social events and interventions promoting student success and excellence in STEM disciplines. Furthermore, the program partnered with several K-12 organizations in efforts to build strong relationships that foster diversity in higher education. Working with Building STEPS (Baltimore City), UMBC Upward Bound programs, North Carolina Project Seed Program, SMU Physician Scientist Training Program (Texas), Gateways Program (New York), Morry's Camp (New York) hundreds of middle and high school students visited UMBC and/or had positive interactions with UMBC Meyerhoff Scholars.
4. Established in 1997 on the campus of Eastern Connecticut State University, Men Achieving Leadership, Excellence and Success (M.A.L.E.S.) was created to help support the campus and surrounding community in areas of mentorship, service learning, and professional growth while improving the image, leadership qualities, and communication skills of the male student. This organization was chartered at UMBC in 2010, and has grown from an initial membership of seven to more than thirty students from diverse ethnic, geographic, and academic backgrounds.

Last year, the organization expanded its reach by establishing strategic partnerships with community organizations such as Baltimore City Public Schools, the National Society of Black Engineers, and the Alpha Foundation of Howard County. Through these partnerships, M.A.L.E.S. has provided mentoring/tutoring for nearly 100 male students (predominantly from the inner city), hosted campus tours, and served as guest lecturers on the collegiate experience and application process. Additionally, the organization sponsored nine events geared towards promoting academic success, social consciousness, career development, and leadership development including: *Feed the Brain*, a series of study sessions during the final week of classes where snacks and tutoring were provided to students for various courses; and *Love and Palooza*, an event dedicated to women's appreciation where male students participated in focus groups around domestic violence in relationships. In an

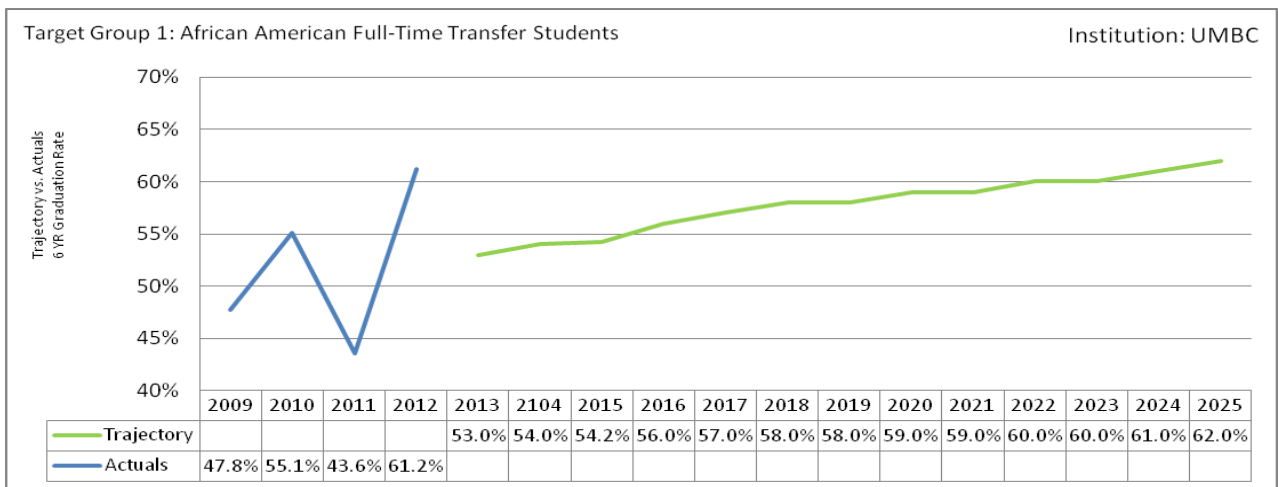
effort to promote professional development on campus, M.A.L.E.S. also held two training sessions on "Preparing for your 1st Interview" and "How to Revise My Resume," serving more than 60 students. In efforts to foster a deeper sense of unity amongst the campus' male student population, M.A.L.E.S. has also launched a series of roundtable discussions focused on male-related issues with targeted populations such as commuter students, freshmen, and fraternity members.

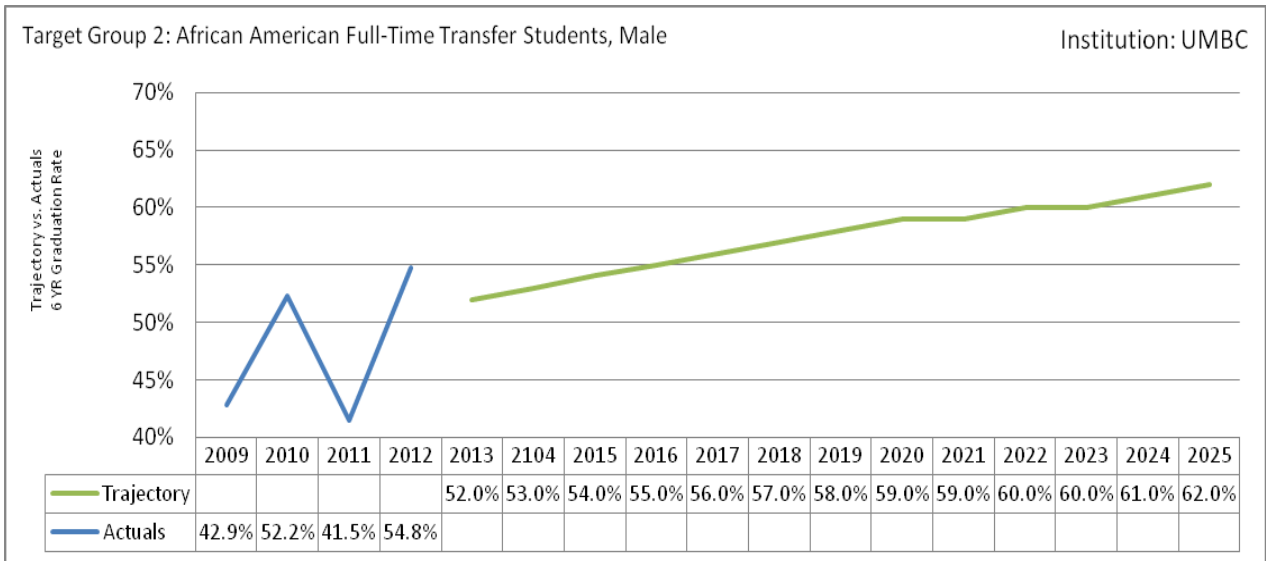
The organization has several events planned for the 2012-13 academic year that pertain to minority empowerment and achievement in various aspects of a student's collegiate journey. So far, M.A.L.E.S. has hosted a meet and greet for new students to the campus, with special invitations targeting minority, transfer students. The goal of the event was to connect new students with peers within their majors as well as with key faculty and staff members to aid them in reaching their goals at UMBC. The event was attended by approximately 50 new male students, as well as a host of continuing students, faculty, and staff in support of such initiative.

- The Hispanic/Latino Undergraduate (UG) Admissions Advisory Committee was established in 2008 to assist the Admissions Office in developing strategic partnerships, programs, and outreach efforts to attract and encourage academically talented Hispanic and Latino students to consider the many opportunities for study at UMBC. The Committee is comprised of UMBC faculty, staff, students and alumni. The committee's work has led to such efforts as the annual Reception for Academically Talented Hispanic Latino High School Students, The Campus Overnight, and English to Spanish translation of key admissions materials. In addition, the efforts of the committee have led to important partnerships between the UG Admissions Office and the Hispanic/Latino Student Union. For freshmen there has been an increase in Hispanic/Latino applicants from 401 in 2010 to 765 in 2013.

B. *Closing the achievement gap*

UMBC defines its achievement gap as the differences in the six-year graduation rates for African-American full-time fall transfer students compared to White full-time fall transfer students; and between African-American male full-time fall transfer students and White male full-time fall transfer students.





In fall 2010 the achievement gap for African American transfer students declined to its third lowest level in 10 years. In this context the dip in graduation rates seen for African American transfer students and male African American transfer students in the subsequent cohort beginning in fall 2005 is disappointing. Many of the interventions we have developed to address transfer student success had not been implemented at the scale needed to reach a significant number of transfer students in the 2005 cohort. These interventions are now in place and continue to be developed. Evidence for the impact of these interventions appears in our analysis of the cohort of students who started in fall 2006 which demonstrate significantly higher retention and graduation rates than the 2005 cohort. For example, the six-year graduation rate for full-time African American transfer students from the class entering in fall 2006 is 61.2 percent, higher than any six-year graduation rate we have ever had for African American transfer students.

C. *Actions taken in the past year to support transfer students*

1. Highly summarized assessment of each initiative:

- Implemented an academic seminar for transfer students (TRS 201)
 - A tracking system is being developed to assess long-term results of participation in TRS courses.
 - Students have identified several elements of particular interest to transfer students, including: greater focus on achieving success in the identified major, connections to faculty in the discipline, academic advising, and career counseling. Changes have been made in the course plan to strengthen these elements.
 - An initial student self-assessment of 58 (22 STEM) fall 2012 TRS students shows statistically significant positive change on all self-report measures, including directing a study group, preparing an annotated bibliography, locating key offices, identifying opportunities for tutoring and academic assistance, and writing a resume.
 - Students who have engaged in a TRS course in Fall 2011 and Spring 2012 have a 1 semester retention rate of 96.7% and 90.9% respectively versus a 1 semester retention rate of 88.6% and 81.6% for all transfer students.
- Added Supplemental Instruction (SI) for courses which have been difficult for transfer students
 - Of the 355 transfer students from Fall 2011 through Fall 2012, 241 (67 percent) earned an A, B, or C in the course
 - Of male transfer students (114/169) 67% earned an A, B, or C in the course

- Extended First-Year Intervention (FYI) to include first-year transfer students
 - The action steps offered in the alert to help students improve in the affected course(s) were updated to include messages directed to transfer students
 - Now that it is fully implemented (Spring 2013) in the Student Administration system, FYI tracks all first-year transfer students, not just those with 30 credits or fewer.
 - In Spring 2013, a total of 2,132 Alerts were sent
 - In Spring 2013, 1,363 (38.9 percent) (N=1363/3495 FYI-eligible) students were reported in academic difficulty. This compares to 50.8 percent in fall 2012 and 49.3 percent in spring 2012
 - 716 (41.5 percent)(N=716/1726) of 1,726 first-year transfer students received one or more alerts (1,092 alerts total in Spring 2013)

- Strengthened Transfer Student Alliance

Transfer Student Alliance Results 2008 - 2011

Admit Year	Program-to-date enrollment	Admitted to UMBC	Enrolled at UMBC	TSA Merit Aid
2008-2009	5			
2009-2010	33	17	13	\$1,500 each to 7 students
2010-2011	108	31 (17 of these Spring 2011)	13 (all in Spring 2011)	\$1,500 each to 16 students
2011-2012	134	42	30	\$1,500 each to 9 students
2012-2013	685	188	105	\$1,500 each to 20 students

- Improved orientation and advising
 - We are actively monitoring the effectiveness of the Extra Credit campaign
 - Of the 108 advisors in summer 2012, 45 were graduate students and 63 were faculty and staff. Sixty-five percent of summer 2012 advisors had one or more seasons of advising experience. More than 2,500 incoming students received summer orientation, very close to one hundred percent of the new fall students
 - As of fall 2012, all UMBC departments have rolled out degree audits for their academic majors, minors, and certificates. Based on the popularity of the “what if” feature among students, advisors and faculty have received access to this feature starting in spring 2012.
 - Advising notes have been fully available only since summer 2010. Efforts continue to educate department chairs, faculty members, and professional advisors as to the uses and value of advising notes. So far we have observed that advising notes allow for more consistent advising and can help to avoid conflicting advice to students. Starting in summer 2010, advising notes have been created for all students who participate in orientation.
 - More than 1,000 incoming students declared a major during the summer 2012 orientation period.

- Expanded LRC 101A
 - Fall 2012, of the 125 students in LRC 101A, 61 or 48.8 percent were transfer students
 - Of the 61 transfer students, 45 or 74 percent received a C or better in the class
 - Of the 61 transfer students, 44 or 72 percent are currently enrolled
 - All LRC 101A sections use active learning techniques and small-group work; course evaluations reflect active student engagement in course content.

- Blue sheet evaluations for LRC101A were collected for spring and fall 2011 and used for program improvement. Possible trend information is being evaluated.
- The BreakingGround grant is the first internal or external funding competitively sought for support of LRC 101A.
- Received Gates Foundation planning grant
 - Our greatest success was the collaborative partnerships that guided the work of all of the outcomes
 - Planning grant successfully led to the awarding of a 3-year Implementation grant
- Received Gates Foundation implementation grant
Implementation grant is in its first year; no assessment data available

Recruitment and Support of a Diverse Graduate Student Body

The Meyerhoff Graduate Fellows Program was established in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents. The Meyerhoff Graduate Fellows Program has transformed graduate education at UMBC. Since the program's inception in 1996, enrollment of underrepresented students in participating PhD programs (Biological Sciences, Chemistry and Biochemistry, Engineering, Human Services Psychology and Physics) has increased significantly. The URM enrollment in the Meyerhoff Graduate Fellows Program has grown from five students in 1996 to 76 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) at the University of Maryland, Baltimore. An additional 53 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only seven URMs earned Science, Engineering and Mathematics Ph.D.s in participating Ph.D. programs in the 18 years preceding the Meyerhoff Graduate Program.

1. PROMISE, the National Science Foundation's Alliance for Graduate Education and the Professoriate (AGEP) in Maryland, increases the number of underrepresented minority students receiving Ph.D.s in STEM. Formed in 2002 and led by UMBC, PROMISE is a multi-institution consortium that includes the University of Maryland College Park (UMCP) and the University of Maryland, Baltimore (UMB). New initiatives in 2011-2012 connected participants to graduate students from additional USM institutions. PROMISE's goal is to facilitate Ph.D. completion and prepare students for careers as professors in the STEM disciplines. UMBC and PROMISE sponsor programs and initiatives that are designed to facilitate graduate student community, professional development, degree completion and transition to career. Community is also maintained through a series of websites (e.g., <http://www.umbc.edu/promise>, myUMBC <http://my.umbc.edu/groups/promise>) and social media venues including Facebook (<http://www.facebook.com/PROMISEagep>), Twitter (http://www.twitter.com/PROMISE_AGEp). Between May 2011 and October 2012, the hit rate for the PROMISE websites surpassed 150,000 hits, signifying that people are seeking information from our online resources. Participation in PROMISE extends beyond the STEM fields. All graduate students, and particularly graduate students from underrepresented backgrounds, are invited to participate in the activities of PROMISE regardless of their academic disciplines. Programs of PROMISE include The Dissertation House (graduates = 66 URM PhDs, alliance-wide), PROF-it (Professors-in-Training), Horizons, Success Seminars, and the Summer Success Institute. A subset of these initiatives is described below:

- Initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Recognition of Graduates* and *Faculty/Staff/Student Connections Opening Meetings*. The Spring and Fall 2012 Opening Meeting average 80-100 participants, including postdocs, faculty, and staff. Discussions included the PROMISE book chapter on Successful Black Women (Rutledge, Carter-Veale,

Tull, 2011), and overcoming the “Imposter Syndrome.” Other recruitment and career-building seminars are co-sponsored with the Meyerhoff Graduate Fellows program.

- The PROMISE Summer Success Institute (SSI) is an annual conference founded in August 2003 to bring together new/incoming graduate students and those graduate students (both Master’s and Ph.D. level) who were continuing in their programs so that they can prepare for and embrace the upcoming academic year of graduate study. The 2012 SSI included underrepresented minority (URM) graduate students, postdocs, alumni, and faculty. Our total count for 2012 was 180, which included participants from several schools in the PROMISE AGEF.

UMBC’s overall graduate student population has grown rapidly over the past decade and has increased from approximately 1,400 students in 1999, to 2,684 students in 2012. Underrepresented STEM (including the social and behavioral sciences) enrollment has grown from 323 in Fall 2001 to 434 in Fall 2012. The 2012 data also show that there are 67 URMs enrolled in all Master’s in Professional Studies (MPS) programs, and 40 URMs enrolled in the Information Systems Online MS program.

Figure 1 shows the increase in URM graduate student enrollment in STEM (not including the social or behavioral sciences) master’s and Ph.D. programs at UMBC since the introduction of our NSF-funded programs to broaden participation. The data that comprise “all” enrollment include degree-seeking, certificate-seeking, and non-degree-seeking. The largest shifts in 2012 may be attributed to broadened participation in two MPS programs (Cybersecurity and Biotechnology), and in the online master’s program in Information Systems. We will be monitoring these trends. The impact on enrollment is clear and dramatic, with enrollment more than tripling over the decade. Figure 2 shows URM STEM doctoral degrees in the decade before and after introduction of our programs to broaden participation. In 2011 and 2012, UMBC produced 17 URM Ph.D.s in STEM fields, and 25 URM Ph.D.s in all fields.

Figure 1

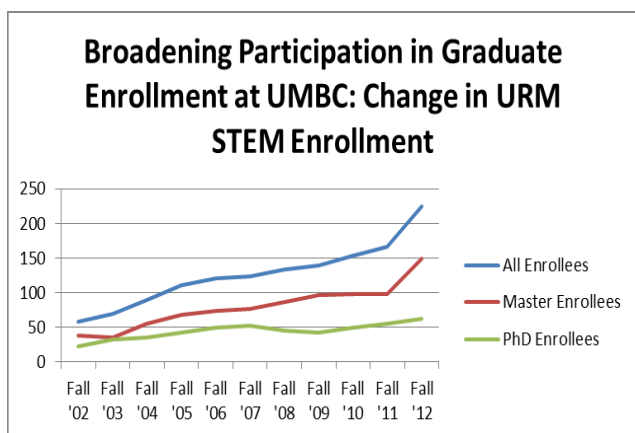
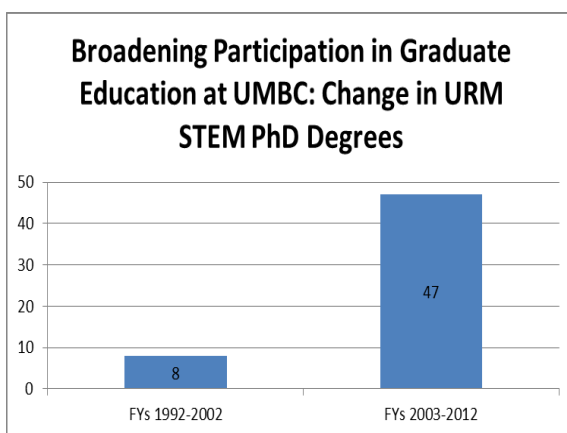


Figure 2



Recruitment and Support of a Diverse Faculty Body

A. URM Faculty hires and attrition in AY 2012-13

UMBC hired 29 new full-time faculty for appointments in AY 2012-13. Overall, 17% (N=5 of 29) of all new instructional faculty and 22% (N=4 of 18) of the new TT/T faculty were members of underrepresented minority groups. However, during the same period, UMBC lost one tenured underrepresented minority male faculty member. In addition, building on the success of the UMBC ADVANCE Program, an additional female was hired in STEM, which brings the total of STEM female faculty to 22% (N=42 of 189). However,

during this same time period, UMBC lost one tenured female STEM faculty due to an outside offer from another university. In order to develop effective institutional practices for the recruitment, retention and advancement of a diverse faculty at UMBC, the President and Provost, in tandem with the Program Coordinator for Faculty Diversity Initiatives, have worked closely with the ADVANCE Executive Committee and the Executive Committee on the Recruitment, Retention and Advancement of Underrepresented Minority Faculty (URM) to develop and implement the following interventions and initiatives.

B. *Recruitment*

The Office of the Provost continues to move forward with a highly-visible campus-wide initiative designed to sustain the success of the ADVANCE program, achieve similar success in the recruitment, retention and advancement of URM faculty, and extend effective practices derived from the evaluation of these efforts to enhance the success of all faculty at UMBC. Key components of this initiative include:

1. *Search Committee Chair Implicit Bias Training*- originally piloted in CNMS in Fall 2012, with the support of the Program Coordinator for Faculty Diversity, this college-based educational workshop for search committee chairs shares best practices for recruiting a diverse pool of applicants, developing and implementing fair and consistent metrics for the evaluation of candidates, and documenting departmental recruitment and hiring procedures in a diversity hiring plan.
2. *UMBC Postdoctoral Fellows Program for Faculty Diversity*- a program designed to support promising scholars who are committed to diversity in the academy and to prepare those scholars for possible tenure track appointments at UMBC. Each fellow is provided with individual teaching and research mentors and specialized professional development opportunities across the campus. The two inaugural Postdoctoral Fellows, appointed on July 1, 2011, are completing the final year of the fellowship. UMBC has hired one of these Postdoctoral Fellows for a tenure-track position that will commence in AY2013-2014. In April of 2013, UMBC selected three new postdoctoral fellows for appointments beginning July 1, 2013.
3. *Outreach Activities* -working with a \$15,000 budget in the Office of the Provost, these activities focus on the identification of potential candidates for on-going searches, and enhancing the national visibility of UMBC's commitment to faculty diversity in targeted venues and publications. We placed ads with our "We're Changing Minds, Come Join Us," in targeted publications highlighting the accomplishments of a number of our exceptional faculty of color. In addition, in conjunction with the Office of Institutional Advancement, Faculty Diversity Initiatives we unveiled a Faculty Diversity brochure and website, www.umbc.edu/facultydiversity that has received a positive response from the UMBC community. These thematic materials along with promotional items are used in outreach activities at such national and regional venues and conferences for minority scholars as the Southern Regional Education Board's (SREB) annual *Compact for Faculty Diversity's Institute on Teaching and Mentoring*, the annual Women in Engineering Proactive Network (WEPAN) conference, the annual Association for Women in Science and Engineering (AWIS) ADVANCE conference, and the annual Black Engineer of the Year Award conference.

C. *Retention and Advancement*

1. *Executive Committee on Recruitment, Retention and Advancement of Underrepresented Minority Faculty* –The Executive Committee provides advice and counsel to the Provost and guides the development and implementation of initiatives to address issues and concerns specifically associated with the hiring, retention and advancement of minority faculty at UMBC.
2. *ADVANCE Executive Committee* – The ADVANCE Executive Committee provides advice and counsel to the Provost on programmatic initiatives designed to advance the success of women faculty in STEM at UMBC.
3. *Eminent Scholar Mentor Program*- a program that facilitates mentoring relationships between all new faculty and prominent external researchers in their fields.

4. Faculty ADVANCEment Workshops-the Program Coordinator for Faculty Diversity, in tandem with the Director of the Faculty Development Center, hosted a Fall 2012 and Spring 2013 workshop for Assistant Professors on the tenure process.
5. Campus community building activities- continue to expand with the addition of our newly established LGBT Faculty Association to our already extant Latino/Hispanic Faculty Association, Women in Science and Engineering (WISE), and College of Arts, Humanities, & Social Sciences' Black Faculty Committee, community-based faculty groups.

D. *Areas of Opportunity and Resources for Enhancement*

Based on data compiled by the Program Coordinator, UMBC has identified areas for opportunity to enhance the retention and advancement of URM faculty across the campus and female faculty in STEM.

1. *Recruitment*-Out of a total of 402 tenure/tenure track faculty, there are currently 28 (7%) Black/African American faculty and 16 (4%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 42 (22%) female faculty. While inroads have been made in recruiting faculty of color and women in STEM, more work remains to be done. The Program Coordinator continues to investigate best practices for diversity hiring initiatives at universities across the country in an effort to augment our current practices. UMBC continues to place high priority on recruitment of URM faculty – particularly African American and Latino/Hispanic – across all disciplines and women in STEM. In order to sustain the momentum of ongoing initiatives in this area, the administration continues to rigorously review departmental diversity recruitment activities. In addition, we are also conducting an analysis of our applicant pool for the two cohorts for the Postdoctoral Fellowship for Faculty Diversity to use for future targeted faculty recruitment.
2. *Retention and Advancement*-A disaggregation of faculty data by race and gender reveals a disproportionate number of faculty at the Associate and Assistant Professor levels among faculty of color and female faculty in all colleges. Out of 28 Black/African American faculty, ten (36%) are at the Assistant rank, thirteen (46%) are at the Associate Professor rank, and the remaining five (18%) faculty are Full Professors. In terms of the 16 Latino/Hispanic faculty, nine (56%) are at the Assistant Professor rank, six (37%) at the Associate Professor and only one (6%) is a Full Professor. The numbers for women faculty in general are 156 (39%) faculty, out of which 54 (35%) are at the Assistant Professor rank, 69 (44%) are at the Associate Professor rank and 33 (21%) are Full Professors. The Provost has established a college-based mentoring initiative to support the advancement of Assistant and Associate Professors with particular emphasis on women and URM faculty. To that end, the College of Natural and Mathematical Sciences held a retreat in January 2012 for Associate Professors and one in October 2012 for Assistant Professors. The College of Arts, Humanities and Social Sciences has ongoing efforts to support associate professors in moving toward promotion. In addition, in May of 2013, the women from the original three cohorts of the ADVANCE Leadership Cohort Program reunited to discuss the creation of a future leadership program for UMBC's next generation of leaders.
3. *Base-funding* will be required in order to fully institutionalize the *UMBC Postdoctoral Fellows Program for Faculty Diversity* beyond the 2nd cohort. In addition, in order for UMBC to make desired progress in enhancing the diversity of the faculty, new faculty lines will be needed to hire post-doctoral fellows and additional targets of opportunity who prove to be viable candidates for tenure-track faculty positions. Finally, additional funding will be required in order to support additional leadership and advancement programs.

Recruitment and Support of a Diverse Staff Body

- All position announcements contain a statement indicating that UMBC is an Equal Opportunity/Affirmative Action Employer. The identical statement is on all job announcements found on the UMBC website. Advertisements of position vacancies in newspapers, internet websites, and professional journals state that UMBC is an Equal Opportunity/Affirmative Action Employer. Applications for employment contain a statement that UMBC is an Equal Opportunity/Affirmative Action Employer

- Position vacancies are advertised in newspapers, websites and journals that are widely read by minorities and females such as the Baltimore Sun, Washington Post, Career Builder.com, Monster Jobs, HigherEdjobs.com, Inside Higher Ed, HERC, the Baltimore Afro American newspaper and other publications.
- Campus search committees are educated to evaluate, interview, and recommend candidates for selection based on merit and non-discriminatory factors. The benefits of diversity on the UMBC campus are articulated.
- Attend relevant job fairs that reach a broad and diverse audience in an effort to increase the diversity of UMBC's workforce.
- An atmosphere of inclusion is promoted by ensuring that campus interview panels consist of a diverse group of individuals and by requiring hiring departments to complete the UMBC Preliminary Recruitment Report which indicates: the names, race, and sex of those individuals serving on the screening committee and also indicate which publications the hiring department will be using for advertising in an effort to reach a diverse audience.
- For all exempt staff positions, the hiring authority is given a copy of the Statement of Policy of Affirmative Action signed by the President of the University at the outset of the recruitment process. The statement emphasizes UMBC's commitment to Equal Employment Opportunity and Affirmative Action.
- UMBC has a sign-off procedure that reviews selections based on: verifying that the selected candidate meets the minimum requirements as advertised; that there are no disparities in salaries (e.g. offering a female research assistant a lower salary when compared with a similarly situated male candidate); that there were a pool of candidates interviewed; and that the justification letter supports the department's selection.
- Equal Employment Opportunity posters identifying and explaining applicable federal and state laws and regulations are posted on the UMBC Human Resources bulletin board, UMBC's Human Resources website, and at a number of locations throughout the campus.
- Provide various training programs that will review some of the equal employment concepts (state and federal civil rights mandates). The programs are: Recruitment and Selection training; Interviewing 101, Performance Management training for supervisors, and a comprehensive training program for supervisors titled "What Every Supervisor Should Know".

In addition to the benefits package including Tuition Remission, staff are offered various professional development opportunities, wellness services, recognition programs and access to services and programs.

III. Efforts to Create Positive Interactions and Cultural Awareness on Campus

New undergraduate degree programs in Asian Studies and in Global Studies have expanded UMBC's curricular offerings in ways that reflect and support cultural diversity in the classroom.

1. During the 2011 academic year, the Mosaic Culture and Diversity Center reached 300 undergraduate and graduate students, staff, and faculty through 60 programs including: Welcome Week outreach events for new and transfer students; weekly UMBC Talks Diversity Dialogue series; Safe Zone workshops for LGBTQ student support; Introduction to an Honors University (IHU) cultural competence class presentations for new first year students, transfers and returning students by request; and co-sponsored events with on and off-campus partners. Additionally, Residential Life offered 260 Multicultural Exploration programs in the residential communities and the Career Services Office offered targeted support through diversity recruitment events on and off campus.
2. University Health Services (UHS) again targeted health education outreach to specific populations. Breast cancer awareness (87 attendees), sexual assault awareness (657 attendees), domestic violence awareness (853 attendees), and women's seminars in health education (13 attendees) were programs targeted to women. Sex in the dark (43 attendees) and World AIDS Day (89 attendees) included specific information for targeted populations including LGBTQ and international students.

3. The Women's Center provides an intentional space for non-traditional women students through the Returning Women's Support group and scholarship program (which provides \$49,000 in financial aid). Efforts are made weekly to reach out to non-traditional women related to campus resources and academic success that will support their retention and graduation numbers. The Center provides intentional space for women who are mothers through a lactation room and mother's group. During the 2011-2012 academic year the lactation room was used 443 times. The Center also collaborated with the President's Commission for Women to provide additional information on child care resources to support students in their academic pursuits and faculty and staff in their work performance.

This year, along with the partnership from the Mosaic Center, the Center created the Between Women's group - a group for women who love women, think they might, or support those who do. It was created out of the need we were hearing from women on campus feeling that other LGBT groups on campus were not hearing their voice or giving them the safest space to express themselves as women in the LGBT community. The group was very successful and we had a cohort of about 10-12 women who come regularly to weekly meetings. Our myUMBC group membership is over 40 women.

The Women's Center created a Men's Engagement program (called M2M) in Fall of 2012 which explores issues of masculinity. An objective of this program is to help increase pro-social behaviors and attitudes related to supporting women and the LGBT community. Additionally, the group seeks to address unhealthy and/or destructive behaviors related to rigid gender roles that impact male student's retention and graduation rates, use of alcohol and drugs, and conduct incidents. The current cohort is 7 men. The Center also seeks opportunities to program and create events related to diversity education and awareness through a film series, Domestic Violence Awareness Month and Sexual Assault Awareness Month programming, and other one-time events like Transgender Day of Remembrance and National Coming Out Day. The Women's Center prides itself in being a safe place for minority identities. Staff have been trained on important issues related to serving underrepresented groups to ensure it is indeed a safe space. Additionally, QUMBC hosts their weekly general meetings in the Center.

**UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL
DIVERSITY**

DEMOGRAPHIC DATA



MARCH 4, 2013

This report presents the student, faculty and staff demographic data for UMBC from Fall 2008 onwards.

Table 1 shows the demographic data for students by undergraduate/ graduate status for Fall 2008 through Fall 2012. At both the undergraduate and graduate levels, no significant changes in the distribution of race/ethnicity have occurred between Fall 2011 and Fall 2012, with any fluctuations falling within two percentage points. UMBC did experience a dramatic increase in the number of undergraduate students that did not self identify their race/ethnicity, however, with more than double the number failing to do so (422 in Fall 2012 compared to 197 in Fall 2011). Data indicate that this is primarily a function of an increase in applications and new students choosing not to identify their race/ethnicity. However, this group still accounts for only 3.9% of the undergraduate student population.

Tables 2 and 3 present the demographic data for faculty and staff. As with students, the distribution of race/ethnicity among both faculty and staff exhibited no significant changes between Fall 2011 and Fall 2012. While the distribution by race/ethnicity did not change, there was a 15% increase in the number of Hispanic/Latino faculty, as well as an 8.8% increase in the number of African American faculty. Among staff, groups with a greater than 10% change in number were among those comprising relatively small proportions of the overall population (i.e., Asian, Native Hawaiian or Other Pacific Islander, Two or More Races, and International). These five groups together constitute less than 5% of the staff population.

TABLE 1: STUDENTS

UNDER-GRADUATE	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,646	16.5%	741	905	1,671	16.4%	758	913	1,703	16.1%	760	943	1,790	16.3%	817	973
American Indian or Alaska Native	44	0.5%	25	19	52	0.5%	30	22	40	0.4%	21	19	31	0.3%	20	11	22	0.2%	13	9
Asian	2,085	21.7%	1,106	979	2,034	20.4%	1,077	957	2,126	20.8%	1,171	955	2,207	20.9%	1,201	1,006	2,194	20.0%	1,211	983
Hispanic/Latino	383	4.0%	201	182	388	3.9%	214	174	457	4.5%	230	227	502	4.7%	241	261	573	5.2%	275	298
White	4,985	51.9%	2,911	2,074	5,150	51.8%	2,962	2,188	5,131	50.3%	3,005	2,126	5,148	48.7%	3,052	2,096	5,102	46.6%	2,999	2,103
Native Hawaiian or other Pacific Islander*	-	0.0%			77	0.8%	24	53	47	0.5%	13	34	38	0.4%	12	26	23	0.2%	7	16
Two or more races	-	0.0%			-	0.0%			164	1.6%	78	86	290	2.7%	134	156	362	3.3%	185	177
Did Not Self Identify	157	1.6%	83	74	203	2.0%	105	98	167	1.6%	87	80	197	1.9%	102	95	422	3.9%	241	181
International	351	3.7%	191	160	397	4.0%	230	167	407	4.0%	230	177	457	4.3%	256	201	465	4.2%	256	209
TOTAL	9,612	100.0%	5,246	4,366	9,947	100.0%	5,383	4,564	10,210	100.0%	5,593	4,617	10,573	100.0%	5,778	4,795	10,953	100.0%	6,004	4,949
GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	356	12.2%	144	212	275	10.3%	104	171	309	11.8%	129	180	342	12.7%	144	198
American Indian or Alaska Native	9	0.3%	5	4	9	0.3%	6	3	3	0.1%	1	2	6	0.2%	3	3	5	0.2%	3	2
Asian	170	6.4%	76	94	200	6.8%	106	94	156	5.8%	75	81	181	6.9%	104	77	160	6.0%	88	72
Hispanic/Latino	69	2.6%	27	42	75	2.6%	32	43	83	3.1%	37	46	77	2.9%	39	38	80	3.0%	35	45
White	1,400	52.7%	617	783	1,535	52.5%	679	856	1,274	47.6%	585	689	1,399	53.3%	667	732	1,446	53.9%	706	740
Native Hawaiian or other Pacific Islander*	-	0.0%			9	0.3%	1	8	8	0.3%	1	7	8	0.3%	3	5	7	0.3%	2	5
Two or more races	-	0.0%			-	0.0%			18	0.7%	8	10	38	1.4%	22	16	38	1.4%	26	12
Did Not Self Identify	278	10.5%	126	152	232	7.9%	107	125	398	14.9%	213	185	171	6.5%	101	70	145	5.4%	86	59
International	428	16.1%	232	196	507	17.3%	275	232	463	17.3%	241	222	437	16.6%	242	195	461	17.2%	261	200
TOTAL	2,656	100.0%	1,190	1,466	2,923	100.0%	1,350	1,573	2,678	100.0%	1,265	1,413	2,626	100.0%	1,310	1,316	2,684	100.0%	1,351	1,333

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,909	15.6%	836	1,073	2,002	15.6%	885	1,117	1,946	15.1%	862	1,084	2,012	15.2%	889	1,123	2,132	15.6%	961	1,171
American Indian or Alaska Native	53	0.4%	30	23	61	0.5%	36	25	43	0.3%	22	21	37	0.3%	23	14	27	0.2%	16	11
Asian	2,255	18.4%	1,182	1,073	2,234	17.4%	1,183	1,051	2,282	17.7%	1,246	1,036	2,388	18.1%	1,305	1,083	2,354	17.3%	1,299	1,055
Hispanic/Latino	452	3.7%	228	224	463	3.6%	246	217	540	4.2%	267	273	579	4.4%	280	299	653	4.8%	310	343
White	6,385	52.0%	3,528	2,857	6,685	51.9%	3,641	3,044	6,405	49.7%	3,590	2,815	6,547	49.6%	3,719	2,828	6,548	48.0%	3,705	2,843
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	86	0.7%	25	61	55	0.4%	14	41	46	0.3%	15	31	30	0.2%	9	21
Two or more races	-	0.0%	-	-	-	0.0%	-	-	182	1.4%	86	96	328	2.5%	156	172	400	2.9%	211	189
Did Not Self Identify	435	3.5%	209	226	435	3.4%	212	223	565	4.4%	300	265	368	2.8%	203	165	567	4.2%	327	240
International	779	6.3%	423	356	904	7.0%	505	399	870	6.8%	471	399	894	6.8%	498	396	926	6.8%	517	409
TOTAL	12,268	100.0%	6,436	5,832	12,870	100.0%	6,733	6,137	12,888	100.0%	6,858	6,030	13,199	100.0%	7,088	6,111	13,637	100.0%	7,355	6,282

TABLE 2: FACULTY

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
ALL FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	60	5.9%	24	36	54	5.3%	24	30	53	5.1%	25	28	57	6.1%	30	27	62	6.4%	28	34
American Indian or Alaska Native	2	0.2%	-	2	3	0.3%	1	2	2	0.2%	1	1	2	0.2%	1	1	2	0.2%	1	1
Asian	107	10.5%	72	35	132	13.0%	87	45	130	12.6%	83	47	105	11.2%	61	44	107	11.0%	64	43
Hispanic/Latino	11	1.1%	6	5	12	1.2%	5	7	18	1.7%	7	11	20	2.1%	6	14	23	2.4%	7	16
White	714	70.1%	430	284	710	69.8%	430	280	712	69.0%	434	278	671	71.4%	395	276	697	71.8%	403	294
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	3	0.3%	2	1	3	0.3%	2	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	2	0.2%	1	1	4	0.4%	3	1	4	0.4%	3	1
Did Not Self Identify	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1
International	123	12.1%	83	40	106	10.4%	73	33	115	11.1%	69	46	78	8.3%	47	31	72	7.4%	46	26
TOTAL	1,018	100.0%	615	403	1,017	100.0%	620	397	1,032	100.0%	620	412	940	100.0%	545	395	971	100.0%	554	417

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	21	5.6%	11	10	19	5.0%	10	9	20	5.3%	12	8	21	5.6%	13	8	22	5.8%	14	8
American Indian or Alaska Native	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	1	-	1	0.3%	1	-
Asian	41	10.8%	26	15	50	13.1%	31	19	51	13.4%	32	19	52	13.9%	33	19	53	14.0%	33	20
Hispanic/Latino	6	1.6%	3	3	7	1.8%	3	4	8	2.1%	3	5	11	2.9%	3	8	13	3.4%	4	9
White	277	73.3%	175	102	282	74.0%	177	105	282	74.2%	177	105	272	72.7%	166	106	272	71.8%	169	103
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	2	0.5%	1	1	2	0.5%	1	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	-	1	1	0.3%	-	1	1	0.3%	-	1
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	33	8.7%	18	15	23	6.0%	14	9	18	4.7%	10	8	14	3.7%	9	5	15	4.0%	9	6
TOTAL	378	100.0%	233	145	381	100.0%	235	146	380	100.0%	234	146	374	100.0%	226	148	379	100.0%	231	148
NON- TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	35	5.5%	14	21	33	5.1%	13	20	36	6.4%	17	19	40	6.8%	14	26
American Indian or Alaska Native	2	0.3%	-	2	3	0.5%	1	2	2	0.3%	1	1	1	0.2%	-	1	1	0.2%	-	1
Asian	66	10.3%	46	20	82	12.9%	56	26	79	12.1%	51	28	53	9.4%	28	25	54	9.1%	31	23
Hispanic/Latino	5	0.8%	3	2	5	0.8%	2	3	10	1.5%	4	6	9	1.6%	3	6	10	1.7%	3	7
White	437	68.3%	255	182	428	67.3%	253	175	430	66.0%	257	173	399	70.5%	229	170	425	71.9%	234	191
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	1	0.2%	1	-

Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	3	0.5%	3	-	3	0.5%	3	-
Did Not Self Identify	1	0.2%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	-	1
International	90	14.1%	65	25	83	13.1%	59	24	97	14.9%	59	38	64	11.3%	38	26	56	9.5%	37	19
TOTAL	640	100.0%	382	258	636	100.0%	385	251	652	100.0%	386	266	566	100.0%	319	247	591	100.0%	323	268

TABLE 3: STAFF																				
STAFF (excluding grad asst)	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	276	23.2%	81	195	279	23.2%	88	191	272	22.8%	83	189	273	22.6%	79	194
American Indian or Alaska Native	5	0.4%	2	3	5	0.4%	2	3	4	0.3%	1	3	3	0.3%	1	2	3	0.2%	1	2
Asian	40	3.3%	15	25	39	3.3%	17	22	45	3.7%	16	29	45	3.8%	15	30	39	3.2%	13	26
Hispanic/Latino	19	1.6%	9	10	18	1.5%	10	8	22	1.8%	11	11	23	1.9%	9	14	24	2.0%	10	14
White	877	71.9%	358	519	848	71.4%	350	498	846	70.3%	358	488	840	70.3%	346	494	853	70.7%	354	499
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-	4	0.3%	1	3
Two or more races	-	0.0%	-	-	-	0.0%	-	-	4	0.3%	1	3	8	0.7%	2	6	7	0.6%	3	4
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-
International	3	0.2%	1	2	2	0.2%	1	1	3	0.2%	1	2	3	0.3%	3	-	4	0.3%	3	1
TOTAL	1,220	100.0%	463	757	1,188	100.0%	461	727	1,204	100.0%	476	728	1,195	100.0%	460	735	1,207	100.0%	464	743

* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category.

Two or More Races category available beginning in Fall 2010 reports.

SOURCES: DW.Employees and ReportFactStudentTerm.

Prepared by UMBC OIR, November 2012.



**Cultural Diversity Report
University of Maryland, College Park**

March, 2013

**Prepared by:
Office of Diversity & Inclusion
Office of Institutional Research, Planning and Assessment**

Cultural Diversity Report
University of Maryland, College Park
Narrative (See Appendix for Tables)

I. Institutional Plan to Improve Cultural Diversity

As stated in the University of Maryland's Strategic Plan, *Transforming Maryland: Higher Expectations*, endorsed by the University Senate on May 6, 2008, and adopted by former President Mote on May 21, 2008 (http://www.umd.edu/strat_plan/stratplan.cfm), "the University of Maryland has embraced diversity as a central driver in all its activities and has supported and promoted pioneering scholarship of diversity in academic programs." The Strategic Plan further states, "Our diversity is fundamental to our excellence and has enriched our intellectual community. The University's capacity to educate students for work and life in the 21st century and to be a leader in research and scholarship is greatly enhanced by a community that reflects the nation and world." President Wallace Loh affirmed this commitment in stating, "The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths."

For us, "cultural diversity" means attention to underrepresented racial and ethnic groups, as well as other cultural and identity groups who have been marginalized. Thus, we work to enhance the equity and inclusion of those who are economically disadvantaged; of sexual, religious, and ability minorities; and of women. We also recognize that identities intersect and that underrepresented minorities are members of multiple identity groups; thus, we take a holistic approach in addressing barriers and enhancing inclusion.

In Fall 2010, a 10-year strategic plan for diversity was adopted -- *Transforming Maryland: Expectations for Excellence in Diversity and Inclusiveness, the Strategic Plan for Diversity at the University of Maryland* (http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf). The plan sets forth goals and strategies in six core areas: Leadership; Climate; Recruitment and Retention (of outstanding faculty, staff and students); Education; Research and Scholarship; and Community Engagement. In January 2012, the university's first Chief Diversity Officer (CDO) and Associate Vice President, Dr. Kumea Shorter-Gooden, joined the staff as head of a newly constituted Office of Diversity & Inclusion (ODI). The CDO is charged with implementation of the Strategic Plan for Diversity. In May 2012, a university-wide Diversity Advisory Council, which includes students, staff (exempt and non-exempt), and faculty, was first convened. The Council provides advice and guidance to the CDO in the implementation of the Plan.

In Spring 2012, the Office of Diversity & Inclusion launched a diversity and inclusion pilot grant program, called Moving Maryland Forward, which provides up to \$15,000 for academic or administrative units or registered student groups to implement a project that aligns with one or more of the goals of the Strategic Plan for Diversity. Out of 42 applicants, 11 projects were funded for 2012-13. The funded programs include an Admissions outreach program to underrepresented students and their counselors in Baltimore County; programs that support the success of underrepresented minority students; a learning community to enhance the capacity of instructors to infuse multicultural material and relevant pedagogy into their courses; an inclusive language campaign in the residence halls; and a public arts project with the neighboring College Park community. The grant program aims to engage the broad campus community around issues of equity, diversity, and inclusion; to acknowledge the different needs, challenges, and opportunities in different parts of the university; and to garner buy-in and ownership with regards to the University's diversity agenda.

Another major project of the Office of Diversity & Inclusion is the work of the Chief Diversity Officer and the Equity Administrators (who represent all Colleges, Schools, and Divisions and who provide guidance and checks and balances with respect to equity and diversity in the search and selection process) to revise the search and selection procedures for faculty and exempt staff. The goal is to develop procedures that reflect current best practices in recruiting and hiring a diverse, qualified workforce (see tables 1 and 2 for current faculty and staff numbers). We expect to complete this process, with recommendations for changes to the President, in the latter part of 2013.

We are demonstrating success in a number of areas: The University is one of the nation's most diverse campuses (see Tables 3 and 4). Thirty-eight percent of our undergraduates are persons of color, and almost 3900 international students are currently pursuing undergraduate and graduate degrees. Maryland's rise in academic stature has gone hand-in-hand with, and has been accelerated by, its increasingly diverse community of students, faculty, and staff.

Another example of our success is that the University is one of the top producers of minority STEM degrees at both the undergraduate and graduate levels. In 2012, *Diverse Issues in Higher Education* ranked the University among the top 20 universities awarding undergraduate degrees in the following disciplines: Biology and biomedical science; computer and information science; and engineering. Similarly, *Diverse Issues* ranked the University among the top 20 producers of doctoral degrees in computer and information sciences, engineering, and mathematics and statistics.

Additionally, we are making significant headway in closing the achievement gap between underrepresented undergraduate minority students and the undergraduate student body as a whole. For example, for the class that matriculated in Fall 2006, the gap in the 6-year graduation rate between African American males and all male students was at an all-time low of 11.4%. For Hispanic students, the gap for the same class is %.

We are continuing to address the achievement gap for underrepresented minority male students, and we are also turning our attention to the relatively low promotion and tenuring rates of Black/African American and Hispanic faculty. A task force will be launched in 2013 to develop strategies to address this problem.

We are also working on improving the experiences of non-exempt staff, in the wake of the *Report of the Black Faculty and Staff Association* (April 2011) and the *Report of the Human Resources Working Group* (September 2011) on the problems experienced by our culturally and linguistically diverse non-exempt staff, particularly in Facilities Management and Residential Facilities. We are concerned about difficulties that some non-exempt staff experience in resolving conflicts with supervisors, accessing university resources and information, and participating in shared governance. A number of recommendations from these reports were implemented in 2011-12, and in Summer 2012, an Inter-divisional Working Group was convened by the President to follow-up and make additional recommendations with respect to the full inclusion of non-exempt staff throughout the university. These additional recommendations will be implemented in 2012-13.

To evaluate our progress with respect to cultural diversity, we rely on numerical data on representation, retention, graduation, and tenuring. Additionally, we are planning to develop a climate assessment, likely to be administered in 2013-14, that will provide information on the experiences of diverse students, staff, and faculty. These data will move us beyond simply

counting and help us to better understand and address factors that can enhance the success of diverse groups.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

The University of Maryland is committed to fostering an inclusive community and aggressively recruiting diverse and underrepresented individuals to our student population, administrative staff, and faculty. Following we detail our major initiatives in each of these three areas.

Traditionally Underrepresented Students

To increase the number of students of color who choose to apply and ultimately to enroll at the University, the Office of Undergraduate Admissions utilizes a multi-tiered strategy that focuses on: (1) outreach (for example, hosting a College Access Conference; (2) recruitment (for example, holding recruitment program sessions and tours in Spanish); (3) strategies to monitor and review applications from underrepresented students; and (4) yield strategies (for example, an overnight program that targets underrepresented students who have been admitted). All Admissions staff participate in these efforts, and an Assistant Director of Admissions and Diversity Initiatives provides leadership.

In addition, we have a number of targeted programs that address underrepresented student recruitment, retention, and graduation:

The **Maryland Pathways Program** guarantees that every student who is a Maryland resident from a family whose income is below the poverty line can graduate debt-free. Students' Fall and Spring semester tuition, fees, room, and board charges are supported through federal, state, and institutional grants. These students, many of whom are the first in their families to attend college, are required to work up to 10 hours per week, maintain a full course load and remain in good academic standing. In 2011-12, over 354 students qualified. Fifty-eight percent of the students were first generation, and 54% were underrepresented minorities. The median family income was \$18,632, with 99% of the students coming from families with annual incomes of less than \$40,000.

The **Academic Achievement Programs (AAP)** are designed to support low-income, first-generation students and prepare them for successful academic careers. The Academic Achievement Programs include the state-funded Intensive Educational Development program and the Summer Transitional Program and three federally funded TRIO programs--Student Support Services, Educational Opportunity Center and the Ronald E. McNair Post-Baccalaureate Achievement Program. These programs provide academic and counseling support to aid in the retention and graduation of at-risk students. AAP students receive intensive supplemental instruction, tutoring, and academic advising services during their first two years, prior to major selection. AAP provides skills-focused as well as career and graduate school exploration workshops during the upper-class years through graduation. The McNair program provides preparation for and assistance with admission to graduate school through a series of graduate school-related workshops, faculty-guided research training, and conference research presentation opportunities. In 2011-12, 101 students were part of AAP.

The **Office of Multi-Ethnic Student Education (OMSE)** serves undergraduate students with academic support programs in order to increase rates of matriculation, retention, graduation, and

overall GPA. The majority of the students are American Indian, Asian American, African American, Hispanic, and multi-racial. Some signature programs are:

- College Success Scholars (CSS) provided structured, comprehensive support for 111 Black and Hispanic/ Latino males during 2011-12. CSS includes a six-week summer bridge program prior to first-year matriculation, as well as a year-round program.
- The Soaring Achievers Program was developed to support Black and Hispanic/Latino males who were not enrolled in other University programs during their first year of admission to the University of Maryland. There were 15 Black and Hispanic/Latino males enrolled during 2011-12
- La Familia is a peer mentoring program that served 16 Hispanic/Latino undergraduates in FY12. The program created a strong net of support and collegiality among first-year Hispanic/Latino students as they advanced in their college experience.
- Sister2Sister supported the personal, professional, and academic goals of 28 undergraduate multi-ethnic females in FY12. This program provided on- and off-campus professional and academic resources, service-learning opportunities, and study sessions.
- OMSE Academic Excellence Society, which recognizes, fosters, and rewards academic excellence among multi-ethnic students with a 3.5 GPA or higher, inducted 49 students, bringing our total roster to 236 members in 2011-12.
OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 1,451 students. The Tutorial Program, a free peer tutorial program, had record-breaking numbers during 2011-12. OMSE served over 1000 pre-college students through our K-12 pipeline programs, including the Native American Indian Symposium, Prince Georges County ESOL Middle School outreach, and hosting over 300 students at the request of the Office of University Admissions.

The **Center for Minorities in Science and Engineering (CMSE)** offers programs and activities that provide academic, professional and personal support and guidance to underrepresented students. In 2011-12, CMSE received the National Society of Black Engineers/Exxon Mobil Impact Award in recognition of its success in retaining underrepresented students in engineering programs.

Programs provided by CMSE include:

- The Winter Student Leadership Retreat (WSLR) partners with public and private sector employees to engage underrepresented STEM majors in two days of professional workshops and leadership development activities. Forty-nine students from the University of Maryland participated in 2011-12.
- The University System of Maryland Louis Stokes Alliance for Minority Participation (USM LSAMP) is funded by the National Science Foundation and the University. It assists students in developing skills and strategies to guarantee their success in the STEM fields. One hundred twelve undergraduate students participated in LSAMP programs in 2011-2012 (90 Black/African American, 21 Hispanic, 1 White; 37 females), and 26 students earned STEM degrees. LSAMP Programs include:
 - Summer Bridge Program: A five-week program that gives students a head start on their first year. Students take a math course, a chemistry/college success workshop, register for the fall semester, learn about campus resources and interact with staff and faculty.
 - Academic Year Advising and Tracking: Coordinators monitor grades and regularly meet with LSAMP students to discuss academic progress and success strategies.
 - LSAMP Undergraduate Research Program (URP): URP students receive stipends, participate in undergraduate research with university faculty, attend seminars/workshops on academic research and applying to graduate school, and present their findings at the annual Undergraduate Research Symposium.

- Graduate Student Fellowship: Provides funding and support to students who graduated from an LSAMP institution.

The **University of Maryland Incentive Awards Program (UMIAP)** recognizes young people from Baltimore City and Prince George's County high schools who have faced adverse life circumstances and prevailed. Its purpose is to promote achievement, community involvement and leadership among students who have demonstrated uncommon persistence, maturity and solid academic performance. Through a combination of financial aid resources and scholarships, the students' tuition, fees, room and board are supported for four years. Throughout the four years, students attend regular community meetings and individual meetings with staff members, and participate in community service projects, retreats, and social excursions. UMIAP staff provide ongoing professional coaching, and faculty/staff mentors and peer mentors are assigned to each student to offer guidance and support. There are 17 students in each UMIAP cohort.

The University of Maryland's **Student Success Initiative (SSI)** was developed through the Office of the Vice President of Student Affairs and is comprised of three distinct but overlapping strategies, all of which are meant to foster a culture of academic excellence and professional success amongst African American male undergraduates.

1. Virtual community development – Consists of the development of a dynamic interactive social website, Facebook page, Tumblr page, Twitter account, and an E-Newsletter.
2. Formation of the Student Empowerment Project (STEP) - STEP is composed of African American male student leaders from across the University who have devoted themselves to promoting the message of academic excellence and professional success.
3. Direct Outreach - SSI uses institutional data to identify students who are in need of support and seeks to make personalized direct contact with them, encouraging them to remain in school while offering students assistance in three key areas -- academic, financial aid, and mental health. SSI refers identified students to established partners within the three key areas and within the student's home college for additional support.

Traditionally Underrepresented Faculty and Administrative Staff

The Chief Diversity Officer and the Associate Provost for Faculty Affairs are partnering in addressing issues related to the underrepresentation and disparities in retention and tenuring rates of underrepresented minority faculty. As mentioned earlier, we are planning to launch a task force to focus specifically on this issue. A task force on Appointments, Promotion & Tenure (APT), which is currently revising the APT criteria and process, is considering how the diversity of faculty and the diversity of faculty research and scholarship impacts the equity of the APT process.

The NSF-funded ADVANCE Program for Inclusive Excellence, which is in the third of five years, has a number of initiatives that are aimed at enhancing the retention, tenuring, and promotion of women faculty, including initiatives that specifically target women faculty of color. For example, there are two senior tenured women faculty of color -- one in the STEM disciplines and one in the non-STEM disciplines -- who provide mentoring and support to junior women faculty of color. As part of the ADVANCE program, in 2011-12, we developed the plans for a Leadership Fellows Program. The Leadership Fellows Program (begun in 2012-13 with 19 Fellows) aims to engage more women and faculty of color in leadership positions. This program is open to men and women from majority and minority groups and includes diversity education as an important underpinning of the program. This pilot effort will be evaluated, revised as necessary, and continued in subsequent years.

III. Efforts to Create Positive Interactions and Cultural Awareness

We are committed to fostering dialogue and collaboration among people of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all. We have a number of initiatives designed to promote faculty and staff cultural awareness, curricular diversity, and cultural diversity in co-curricular programming. These initiatives are detailed below:

Cultural Training Programs for Faculty and Staff

In 2011-12, we developed plans for various faculty and staff cultural training programs which launched in 2012-13, including the previously mentioned Leadership Fellows Program. Orientations for new faculty and new faculty administrators (Department Chairs and Directors) now integrate attention to diversity issues. In addition, the University Human Resources Office launched a pilot two-and-a-half-day training program for staff supervisors in Fall 2012, with some limited attention to diversity issues. This training will be revised to include greater attention to diversity issues when it is re-launched for all University supervisors in Summer/Fall 2013.

Curricular Initiatives – General Education

In Fall 2012, a new General Education program began with a more expansive definition of the diversity requirement and a change from one required course to two. Students under the new program must take either two Understanding Plural Society courses (UP), or one UP and one Cultural Competence course. The definitions are listed below:

Understanding Plural Societies courses recognize that life in a globally competitive society of the 21st century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the foundations—cultural, material, psychological, historical, social, and biological—of human difference and the operation or function of plural societies.

Cultural Competence courses provide opportunities to gain an increased understanding of cultures and cultural practices, while learning to communicate effectively across cultural differences in a diverse society and world. This diversity category reflects a developmental, on-going process through which students learn about the lived experiences of individuals as members of socio-cultural groups and the complex interactions between groups. Cultural Competence courses emphasize acquisition of new knowledge, thoughtful consideration of issues of equity and justice, critical thinking, self-reflection, empathy, engaged global citizenship, and the development of skills necessary to work effectively with individuals, groups, and teams from diverse identities and perspectives.

In 2011-12, the **Office of Diversity Education & Compliance (ODEC)**, which provides multicultural awareness and education programs for faculty, staff, and student, offered 30 inter-group dialogues through the Words of Engagement: Intergroup Dialogue Program, including a dialogue in real-time via Skype with students at a university in India. The dialogue courses have now been accepted as meeting the requirements of the new General Education Cultural Competence courses.

Curricular Initiatives – Formal Academic Programs

In addition to General Education, the University has a multitude of formal academic programs that address aspects of cultural diversity. A number of these programs address populations – such as African Americans, women, Asian Americans, Latinas/Latinos, and the Jewish and LGBT communities – that have been excluded from full participation in American society. These programs provide learning experiences for individuals who are not part of these identified populations and others who are interested in gaining greater knowledge of their own culture and history:

The **Department of African American Studies** offers both a bachelor's degree, with specializations in cultural social studies or in public policy, and an undergraduate certificate. The department also offers graduate level courses.

The **Department of Women's Studies** offers a range of programs for undergraduates and for graduate students that highlight the intersections of race, class, gender, and other dimensions of difference.

Asian American Studies is an interdisciplinary program that examines the histories, communities, and cultures of Asian Americans as both distinctive from and connected to the broader themes of diversity, ethnicity, race, gender, and migration in the Americas. The program offers an undergraduate certificate and an undergraduate minor for students.

The **U.S. Latina/o Studies Program** offers a minor in U.S. Latina/o Studies, and centers its intellectual and public service activities on Latina/o issues within the historical, contemporary, and regional Latino settlement communities in the United States. The program is interdisciplinary in scope and research, and it is community-oriented.

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies Program** offers an undergraduate certificate and a minor. In addition to courses and programs of study, their annual lecture series is a showcase of leading figures in LGBT and sexuality studies, speaking on subjects as diverse as transgender history, LGBT law and politics, and the complex interrelationships of religion, race, and sexuality.

The **Jewish Studies Program/Meyerhoff Center** offers undergraduate and graduate degree programs, and encourages research and provides instruction about the history and culture of the Jewish people from earliest times to the present day. Every semester between 500 and 600 students enroll in Jewish Studies courses.

The **Department of American Studies** offers degree programs at the bachelor's, master's and doctoral levels. The department explores the cultures of everyday life as well as the cultural constructions of identity and difference through the areas of ethnography and life writing, literature and society, material culture, popular culture and media studies, cultural landscapes, race and intersectionality, foodways, and body and sexuality.

The **School of Music** has a graduate program in Ethnomusicology which explores musical cultures from around the globe. In addition to offering academic courses and programs, the School also sponsors performances, including ensembles in World Music, such as an African Drum Ensemble, Gamelan Saraswati (focusing on the music of Bali), a Japanese Koto Ensemble, and a Korean Percussion ensemble.

The **Latin American Studies Center** in the College of Arts and Humanities offers courses on Latin America and the Caribbean and houses the Undergraduate Certificate in Latin American Studies. The Center also sponsors study abroad courses (in Argentina, Brazil, Ecuador, as well as Central America and the Caribbean), and has a rich research and conference agenda on a range of subjects, including Latin American culture, democracy, governance, civil society, literature, and ethnicity.

The **School of Languages, Literatures, and Cultures (SLLC)** within the College of Arts and Humanities offers a range of programs and courses framing the study of diversity. It offers formal courses (language training, linguistics, translation, and literary-cultural studies) and academic programs in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Romance Languages, Russian, and Spanish, as well as training in second language acquisition. The self-instructional foreign languages program (FOLA) provides additional language training in Turkish and Urdu. In addition, SLLC is the home of two institutes. The goal of the **Center for East Asian Studies** is to expand the University's East Asian curriculum, library resources, and teaching materials

The **Roshan Cultural Heritage Institute, Center for Persian Studies** is the first academic center focused on the Persian-speaking cultures in Iran, Afghanistan, and Central Asia, as well as the Persian-speaking diaspora communities around the globe.

The **Global Studies Minor Program** helps participants understand how and why interactions across national and ethnic borders are shaped by language, culture, politics, economic development, and conflict. Interdisciplinary minors that belong to the program include International Development and Conflict Management, International Engineering, Global Poverty, and Global Terrorism.

Education Abroad offers students a wide range of credit-bearing international programs, ranging in length from one week to one academic year. Students are strongly encouraged to pursue study abroad opportunities in countries outside Western Europe and Australia. It is expected that we will continue to exceed national averages for participation in study abroad among African-American, Asian and Hispanic students.

Curricular Initiatives – Non-Degree Programs

The University also supports a range of programs that do not lead to a formal degree or certificate but, either alone or in connection with existing academic programs, offer experiences and opportunities related to cultural diversity, enhance the awareness of our community about diversity issues, or provide our faculty, staff, and students with valuable exposure to diverse cultures and unfamiliar social contexts. A few important examples of program developments are highlighted below.

Undergraduate education at the University is enhanced by living-learning environments that foster global awareness and intercultural interaction. The Global Communities living-learning program offers an innovative two-year curriculum focused on intercultural interaction and experiential learning. The Jiménez-Porter Writers' House offers students a literary center for the study of creative writing across Spanish- and English-speaking cultures and languages.. As another example, the College Park Scholars International Studies program is founded on the belief that understanding political structures, forces, and processes is crucial to interpreting international relations and global events. Finally, the Language House Immersion Program provides a way for students to develop communication skills in both academic and daily life settings, and to acquire an appreciation of the specific historical, geographical, and sociological world of the target culture(s). Ten language clusters are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Persian, Russian, and Spanish.

The **David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora** honors the legacy of David C. Driskell - Distinguished University Professor Emeritus of Art, Artist, Art Historian, Collector, and Curator - by preserving the rich heritage of African American visual art and culture. The Driskell Center is committed to collecting and documenting the contribution of African American artists and presenting African American art, nationally and internationally. In 2011-12, the Center's exhibition program included *African American Art Since 1950: Perspectives from the David C. Driskell Center*, an exhibition which traveled to four venues nationally. The Center thrives to educate future generation about African American art by providing work opportunities for students; the Center employs about 15 students, on average, each semester.

The **Office of Diversity Education and Compliance (ODEC)**, which was mentioned earlier in the section on General Education, offers workshops and trainings to campus units and constituents in the areas of Sexual Harassment Prevention, Cross-cultural Communication, Conflict Resolution, and Workplace Diversity. ODEC collaborated with the LGBT Equity Center to offer tailored training on LGBT issues and compliance. Through ODEC's leadership, UM was one of the 32 higher education institutions in the country selected to participate in the Association of American Colleges & Universities (AAC&U) Global Education for a Global Century Project launched in 2011.

Co-Curricular Cultural Programs

To promote diversity outside the classroom, to promote equity at all levels, and to advance a climate of inclusiveness, the University has developed a network of offices, organizations, and programs for faculty, staff, and students.

The **Nyumburu Cultural Center** offers academic, social, and cultural support and programs for Black/African American students as well as the entire campus community. Nyumburu does this through an array of events and initiatives, by sponsoring numerous student organizations, and by providing a space for gathering and connecting. The **Black Male Initiative Program (BMI)** of Nyumburu promotes scholarship, brotherhood, retention, and overall graduation of Black/African American males at the University of Maryland. Two-hour monthly meetings, voluntary weekly study halls, and BMI Movie Nights address academic concerns and challenges, as well as nonacademic issues related to culture, finances, career aspirations, recreation, spirituality, and mental health. African-American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support throughout the year. Six BMI Meetings were held during academic year 2011-12. Average attendance was 18 Black/African American males per meeting. Additionally, average attendance at six BMI Movie Nights was five BMI students.

Multicultural Involvement and Community Advocacy [MICA] is a unit within the Adele H. Stamp Student Union—Center for Campus Life. It promotes the intellectual, personal and social development of all students by creating opportunities for them to explore issues pertaining to diversity and multiculturalism. MICA's student engagement efforts are organized around four functional areas: *Advising; Education; Advocacy; Assessment & Research*. It provides opportunities and spaces that affirm students and their identities, build inclusive communities among diverse members, and create social change locally, nationally and globally. MICA encourages students to participate in both culturally specific and cross-cultural involvement and leadership experiences.

- In FY 12, MICA advised and supported over 100 student organizations, including 41 Asian Pacific American (APA), 31 Black, 20 Latina/o, and 11 LGBT, 1 American Indian, and 1 Multiracial/Biracial student organization.

- Ninety-six students were enrolled in five Identity-based diversity and leadership classes offered in conjunction with Leadership and Community Service Learning Programs and the College of Education.
- Efforts supporting history/heritage theme celebration months resulted in 17 events for Asian Pacific American Heritage Month, 14 for Black History Month, 30 for Latino Heritage Month, 27 for Pride Month, 7 American Indian Heritage Month, and 14 for Mixed Madness Month (multiracial/biracial).

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center** works for a vision of UM as a fully equitable community that empowers innovators and agents of social justice for lesbian, gay, bisexual, transgender, and queer people. Through its leadership and assistance to all campus units since its founding in 1998, the Equity Center's excellence led to the spring 2012 recognition of UM by the Huffington Post and Campus Pride as one of the top 25 LGBT-friendly campuses in the United States. The Center pays particular attention to intersectional work with students of color and units that serve students of color. Key programs of the Center include:

- Rainbow Terrapin Network: 194 people completed membership training, up from 91 the previous year. A training program for facilitators was initiated to help keep up with increased demand.
- The Speakers Bureau peer education program reached over 1,100 students.
- Lavender Graduation recognized 58 graduates, up from 28 the previous year.
- Academic courses offered through the LGBT Studies Program include LGBT People and Communication; Internships in LGBT Community Organizations; and LGBT Facilitation and Leadership Skills in LGBTQA Organizations.

IV. Other Central Diversity Initiatives

The University has four President's Commissions (on Disability Issues, Ethnic Minority Issues, LGBT Issues, and Women's Issues) that work to enrich the campus and to foster a fruitful work and learning environment by advocating for inclusive practices. To this end, they address the concerns of their constituency on the campus by: 1) investigating and studying issues related to equity and full inclusion; 2) communicating and collaborating with other campus units; 3) educating the broader campus community; 4) advocating on behalf of the constituency; 5) recommending policies and programs; 6) advising the President on issues of concern; and 7) celebrating campus champions.

The chairs of the four President's Commissions serve on the University-wide Diversity Advisory Council and work closely with the Chief Diversity Officer.

**Programs of Cultural Diversity
University of Maryland, College Park
Appendix**

Table 1

Faculty									
Former Federal Race Coding	Fall 2008				Fall 2009				
	#	%	Male	Female	#	%	Male	Female	
American Indian:U.S.	1	<1%	1	0	4	<1%	2	2	
Asian:U.S.	354	9%	237	117	385	10%	264	121	
Black/African-American:U.S.	191	5%	79	112	189	5%	80	109	
Foreign	458	12%	345	113	458	11%	345	113	
Hispanic:U.S.	103	3%	56	47	98	2%	53	45	
Unknown:U.S.	135	3%	73	62	161	4%	92	69	
White:U.S.	2,625	68%	1,624	1,001	2,701	68%	1,664	1,037	
Total	3,867		2,415	1,452	3,996		2,500	1,496	

Faculty												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	3	<1%	2	1	5	<1%	4	1	6	<1%	5	1
Asian:U.S.	439	11%	291	148	445	10%	293	152	470	11%	309	161
Black or African American:U.S.	177	4%	81	96	177	4%	78	99	194	4%	78	116
Foreign	484	12%	354	130	509	12%	368	141	520	12%	362	158
Hispanic:U.S.	106	3%	54	52	131	3%	70	61	135	3%	72	63
Unknown:U.S.	193	5%	114	79	251	6%	147	104	317	7%	188	129
White:U.S.	2,713	66%	1,665	1,048	2,713	64%	1,681	1,032	2,720	62%	1,675	1,045
Native Hawaiian or Other Pacific Islander:U.S.					4	<1%	2	2	2	<1%	2	0
Two or More:U.S.	8	<1%	4	4	13	<1%	6	7	23	1%	11	12
Total	4,123		2,565	1,558	4,248		2,649	1,599	4,387		2,702	1685

Table 2

Staff									
Former Federal Race Coding	Fall 2008				Fall 2009				
	#	%	Male	Female	#	%	Male	Female	
American Indian:U.S.	26	<1%	14	12	22	<1%	14	8	
Asian:U.S.	591	6%	252	339	599	7%	267	332	
Black/African-American:U.S.	1,534	17%	651	883	1,436	16%	613	823	
Foreign	1,527	17%	923	604	1,519	17%	923	596	
Hispanic:U.S.	457	5%	152	305	473	5%	160	313	
Unknown:U.S.	491	5%	229	262	504	6%	246	258	
White:U.S.	4,576	50%	2,180	2,396	4,532	50%	2,172	2,360	
Total	9,202		4,401	4,801	9,085		4,395	4,690	

Staff												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	21	<1%	12	9	22	<1%	12	10	21	<1%	12	9
Asian:U.S.	609	7%	272	337	606	7%	270	336	585	6%	256	329
Black or African American:U.S.	1,364	15%	575	789	1,399	15%	600	799	1,436	15%	642	794
Foreign	1,498	17%	930	568	1,532	17%	970	562	1,526	16%	963	563
Hispanic:U.S.	504	6%	167	337	540	6%	184	356	583	6%	215	368
Unknown:U.S.	553	6%	280	273	631	7%	303	328	736	8%	343	393
White:U.S.	4,444	49%	2,203	2,241	4,417	48%	2,190	2,227	4,340	47%	2,186	2,154
Native Hawaiian or Other Pacific Islander:U.S.	3	<1%	2	1	7	<1%	6	1	6	<1%	6	0
Two or More:U.S.	38	<1%	18	20	49	1%	20	29	63	1%	22	41
Total	9,034		4,459	4,575	9,203		4,555	4,648	9,296	100%	4,645	4,651

**Programs of Cultural Diversity
University of Maryland, College Park
Appendix**

Table 3

Undergraduate								
Former Federal Race Coding	Fall 2008				Fall 2009			
	#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	82	<1%	38	44	72	<1%	29	43
Asian:U.S.	3,857	15%	2,063	1,794	4,041	15%	2,146	1,895
Black/African-American:U.S.	3,470	13%	1,481	1,989	3,299	12%	1,436	1,863
Foreign	548	2%	282	266	598	2%	311	287
Hispanic:U.S.	1,558	6%	697	861	1,637	6%	728	909
Unknown:U.S.	1,869	7%	897	972	1,523	6%	755	768
White:U.S.	15,091	57%	8,317	6,774	15,372	58%	8,554	6,818
Total	26,475		13,775	12,700	26,542		13,959	12,583

Undergraduate												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	47	<1%	22	25	40	<1%	23	17	35	<1%	17	18
Asian:U.S.	4,012	15%	2,125	1,887	3,978	15%	2,139	1,839	3,957	15%	2,168	1,789
Black or African American:U.S.	3,195	12%	1,415	1,780	3,256	15%	1,444	1,812	3,220	15%	1,414	1,806
Foreign	633	2%	333	300	727	3%	370	357	799	3%	398	401
Hispanic:U.S.	1,927	7%	904	1,023	2,022	8%	940	1,082	2,102	8%	978	1,124
Unknown:U.S.	858	3%	495	363	900	3%	488	412	863	3%	450	413
White:U.S.	15,468	57%	8,607	6,861	35	<1%	23	12	14,684	55%	8,214	6,470
Native Hawaiian or Other Pacific Islander:U.S.	37	0%	26	11	15,055	56%	8,426	6,629	27	0%	13	14
Two or More:U.S.	745	3%	361	384	813	3%	378	435	851	3%	389	462
Total	26,922		14,288	12,634	26,826		14,231	12,595	26,538		14,041	12,497

Table 4

Graduate								
Former Federal Race Coding	Fall 2008				Fall 2009			
	#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	25	0%	12	13	25	<1%	13	12
Asian:U.S.	815	8%	411	404	862	8%	438	424
Black/African-American:U.S.	835	8%	313	522	783	7%	325	458
Foreign	2,511	24%	1,526	985	2,539	24%	1,518	1,021
Hispanic:U.S.	333	3%	151	182	339	3%	157	182
Unknown:U.S.	578	5%	279	299	597	6%	302	295
White:U.S.	5,428	52%	2,767	2,661	5,508	52%	2,799	2,709
Total	10,525		5,459	5,066	10,653		5,552	5,101

Graduate												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	12	<1%	6	6	18	<1%	10	8	18	<1%	9	9
Asian:U.S.	845	8%	420	425	835	8%	415	420	763	7%	387	376
Black or African American:U.S.	804	8%	345	459	813	8%	358	455	752	7%	329	423
Foreign	2,455	23%	1,487	968	2,751	25%	1,662	1,089	3,154	29%	1,782	1,372
Hispanic:U.S.	383	4%	171	212	396	4%	187	209	391	4%	193	198
Unknown:U.S.	514	5%	270	244	512	5%	264	248	462	4%	232	230
White:U.S.	5,518	51%	2,874	2,644	7	<1%	6	1	4,987	47%	2,627	2,360
Native Hawaiian or Other Pacific Islander:U.S.	5	<1%	3	2	5,316	49%	2,817	2,499	14	<1%	8	6
Two or More:U.S.	183	2%	85	98	157	1%	74	83	169	2%	80	89
Total	10,719		5,661	5,058	10,805		5,793	5,012	10,710		5,647	5,063

UNIVERSITY OF MARYLAND EASTERN SHORE

Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2008-2009 thru 2012-2013

Table 1: UMES Student Enrollment* Fall 2008- Fall 2012 by Race/Ethnicity

Race /Ethnicity	2008-2009				2009-2010				2010-2011			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,314	80.6%	1,234	2,080	3,439	80.6%	1,331	2,108	3,340	76.9%	1,348	1,992
American Indian or Alaskan Native	10	0.2%	3	7	8	0.2%	5	3	18	0.4%	7	11
Asian	60	1.5%	36	24	63	1.5%	31	32	90	2.1%	36	54
Hispanic/Latino	53	1.3%	26	27	63	1.5%	26	37	100	2.2%	37	64
White	502	12.2%	224	278	591	13.9%	270	321	627	14.4%	301	326
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	3	0.0%	2	1
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	39	1.0%	14	25
Did Not Self-Identify	171	4.2%	74	97	102	2.4%	39	63	128	3.0%	57	71
Total	4,110	100.0%	1,597	2,513	4,266	100.0%	1,702	2,564	4,345	100.0%	1,801	2,544

Table 1: UMES Student Enrollment (cont.)

Race /Ethnicity	2011-2012				2012-2013			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,257	75.2%	1,295	1,962	3,071	71.5%	1,242	1,829
American Indian or Alaskan Native	7	0.2%	1	6	4	0.1%	3	1
Asian	84	1.9%	42	42	75	1.7%	39	36
Hispanic/Latino	101	2.3%	45	56	100	2.3%	40	60
White	664	15.3%	333	331	675	15.7%	330	345
Native Hawaiian or Other Pacific Islander	3	.1%	1	2	4	0.1%	0	4
Two or More Races	133	3.1%	47	86	300	7.0%	122	178
Did Not Self-Identify	83	1.9%	37	46	66	1.5%	33	33
Total	4,332	100.0%	1,801	2,531	4,295	100.0%	1,809	2,486

*Foreign students are not included

Table 2: UMES Faculty* Fall 2008-Fall 2012 by Race/Ethnicity

Race /Ethnicity	2008-2009				2009-2010				2010-2011			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	119	38.6%	60	59	120	39.7%	60	60	123	37.4%	61	62
American Indian or Alaskan Native	2	0.6%	1	1	2	0.7%	1	1	3	0.9%	1	2
Asian	29	9.4%	18	11	22	7.3%	13	9	25	7.6%	14	11
Hispanic/Latino	6	1.9%	3	3	7	2.3%	4	3	8	2.4%	4	4
White	149	48.4%	78	71	148	49.0%	82	66	162	49.2%	84	78
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	3	0.9%	2	1
Did Not Self-Identify	3	1.0%	1	2	3	1.0%	0	3	5	1.5%	2	3
Total	308	100.0%	161	147	302	100.0%	160	142	329	100.0%	168	161

Table 2: UMES Faculty (cont.)

Race /Ethnicity	2011-2012				2012-2013			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	127	36.4%	65	62	126	37.7%	64	62
American Indian or Alaskan Native	4	1.1%	1	3	4	1.2%	1	3
Asian	29	8.3%	19	10	31	9.3%	20	11
Hispanic/Latino	9	2.6%	4	5	10	3.0%	4	6
White	173	49.6%	93	80	158	47.3%	86	72
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	3	0.9%	2	1	3	0.9%	2	1
Did Not Self-Identify	4	1.1%	3	1	2	0.6%	1	1
Total	349	100.0%	187	162	334	100.0%	178	156

*Foreign faculty is not included

Table 3: UMES Staff* Profile Fall 2008-Fall 2012 by Race/Ethnicity

Race /Ethnicity	2008-2009				2009-2010				2010-2011			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	393	76.8%	157	236	400	74.3%	158	242	399	76.1%	164	235
American Indian or Alaskan Native	2	0.4%	0	2	3	0.6%	0	3	3	0.6%	0	3
Asian	6	1.2%	2	4	4	0.7%	1	3	3	0.6%	0	3
Hispanic/Latino	5	1.0%	3	2	7	1.3%	3	4	4	0.8%	3	1
White	104	20.3%	62	42	119	22.1%	69	50	109	20.8%	63	46
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	2	0.4%	1	1
Did Not Self-Identify	2	0.4%	0	2	5	0.9%	3	2	4	0.8%	3	1
Total	512	100.0%	224	288	538	100.0%	234	304	524	100.0%	234	290

Table 3: UMES Staff (cont.)

Race /Ethnicity	2011-2012				2012-2013			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	414	76.2%	175	239	416	75.4%	182	234
American Indian or Alaskan Native	4	0.7%	1	3	3	0.5%	0	3
Asian	4	0.7%	1	3	7	1.3%	3	4
Hispanic/Latino	8	1.5%	6	2	7	1.3%	6	1
White	108	19.9%	61	47	109	19.7%	61	48
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	3	0.6%	2	1	7	1.3%	4	3
Did Not Self-Identify	2	0.4%	2	0	3	0.5%	3	0
Total	543	100.0%	248	295	552	100.0%	259	293

*Foreign staff and Graduate Teaching/Research Assistants are not included



University of Maryland University College

2012-2013 Annual Progress Report

On

Programs of Cultural Diversity

March 4, 2013



University of Maryland University College

Office of Diversity Initiatives

March 4, 2013

Dr. John Wolfe
Assoc. Vice Chancellor for Academic Affairs
Diversity and Academic Leadership Development
Academic Affairs
University Systems of Maryland
3300 Metzert Road
Adelphi, MD 20783-1690

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY2012-2013 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Blair H. Hayes".

Blair H. Hayes
Director
Diversity Initiatives

Enclosure

UNIVERSITY of MARYLAND UNIVERSITY COLLEGE
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301-985-7940 • 301-985-6754 • www.umuc.edu/diversity

University of Maryland University College
FY2012-FY2013 Annual Progress Report
On
Programs of Cultural Diversity

27 February 2013

As outlined in Senate Bill 438 and House Bill 905, passed by the Maryland General Assembly, University of Maryland University College (UMUC) has prepared the FY 2012-2013 UMUC Annual Progress Report on Programs of Cultural Diversity. UMUC promotes a climate for diversity and inclusion to ensure that students, faculty, and staff value the variety of perspectives, experiences, and backgrounds that are comprised within UMUC. Contained within this report is the progress that UMUC has made since the submission of the formal plan to the University System of Maryland (USM) in 2009.

I. Status of Implementation Efforts and Demographic Data on Student, Faculty, and Staff Participation by Activity Delineated in Institutional Plans

The Institutional Diversity Plan for UMUC was developed to maintain high standards in its recruiting, cultivation, and development of staff and faculty while promoting diversity. The UMUC Core Values have been implemented and communicated throughout the University to promote cultural diversity, creativity, and respect of all individuals. The UMUC Core Values are: 1) Students First, 2) Accountability, 3) Diversity, 4) Integrity, 5) Excellence, 6) Innovation, and 7) Respect. These core values along with the programs developed through the Office of Diversity Initiatives provide the platform for diversity and inclusion to continue to spread throughout the University.

The “Plan for Programs of Cultural Diversity” included the following key areas of implementation:

- Monitoring and Reporting
- Students
- Academic Programs
- Faculty
- Staff
- Recruitment of Staff and Faculty

A. Monitoring and Reporting

The Offices of Human Resources, Institutional Effectiveness, and Diversity Initiatives combine to monitor the demographic trends throughout the University. The University monitors student enrollments, staff demographics, and faculty demographics to identify potential trends that have emerged. Additionally, to ensure that the University continues to be inclusive of the community, the University tracks all Marketing and Communications messaging to broaden the message and maintain cultural sensitivity.

Regular reports are provided to the leadership of the University to communicate the current trends emerging regarding UMUC demographics. These reports include:

- The Faculty, Staff, and Student Data Report
- The Term Enrollment Report
- The Sexual Harassment Training Module Completion Report
- The Monthly Global Headcount Report

Over the past year, the Office of Diversity Initiatives has continued to deliver several Diversity Awareness Training Programs throughout the University. The Office of Diversity Initiatives, along with the Office of Human Resources, tracks participation to ensure that staff and faculty are continuously being educated on diversity and inclusion.

Diversity Initiatives tracks EEO inquiries and complaints that are filed on an annual basis. All individuals that inquire about potential instances of discrimination or sexual harassment are contacted and investigations occur. Tracking forms are utilized to track formal EEO investigations to ensure that complainants and respondents are notified of the findings.

To further ensure that leadership throughout the University is aware and responsive to potential conflicts that arise, a mediation process has been developed to provide University staff, faculty, and students with a process for engaging in facilitated mediation. Developing the UMUC Mediation process included training select members of the UMUC community as mediators, developing a UMUC Mediation website, building dedicated and isolated space in UMUC facilities for mediation to occur, and developing the UMUC Mediation Team. Mediation is part of the internal grievance process and allows for an intermediary step to resolve conflicts before issues rise to the formal complaint level.

An Affirmative Action plan is developed annually to track progress related to the hiring of minorities, women, veterans, and individuals with disabilities. Working with an external third party vendor provides UMUC with an unbiased examination of hiring trends. This thorough analysis of the workforce reveals that UMUC is in full compliance with discrimination guidelines and that there is no evidence of discrimination in any form.

In 2012, an Engagement Survey was developed and administered for staff and faculty throughout the University. This survey collected key information related to how employees are experiencing UMUC and what issues they are currently facing. This survey will serve as a baseline report of key focus areas for the critical business units across the University and will be repeated in two-years to measure any changes that have occurred. The Engagement Survey incorporated key issues related to diversity to gather feedback about how staff perceived current efforts related to diversity and inclusivity. The results of the survey were communicated to UMUC Leadership and to all supervisors/managers to provide them with information related to potential areas of improvement within their teams.

B. Students

UMUC continues to be among the most diverse USM institutions. The diversity of the student body has remained stable over the past year, with minor changes within some of the under-represented groups that we are tracking. As shown in Table 1 below, the total number of students enrolled at UMUC locations in Maryland increased slightly by 148 from Fall 2011 to Fall 2012. The ratio of historically under-represented demographic groups remained constant over the past year. White students constituted 40% of the student body in the Fall of 2012, with under-represented minorities at 46% and individuals with two or more races at 2%, compared to 39% white and 48% under-represented minorities and individuals with two or more races at 2% in Fall 2011.

UMUC's student population was 48% male and 52% female in Fall 2012, which is consistent with the gender proportions in Fall 2011. The African-American subpopulation is 60% female and 40% male, while the White student subpopulation is 46% female and 54% male.

	Baseline: 2008-2009				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	10875	33	3699	7176	13718	35	5115	8603	15169	36	5814	9355	14195	34	5619	8576
American Indian or Alaska Native	198	1	81	117	196	1	87	109	188	0	81	107	186	0	82	104
Asian	1791	5	899	892	1926	5	1043	883	2014	5	1083	931	1938	5	1042	896
Hispanic/ Latino	1739	5	827	912	2477	6	1171	1306	2941	7	1428	1513	3166	7	1642	1524
White	13291	40	6689	6602	15171	39	7759	7412	16565	39	8762	7803	16713	40	9121	7592
Native American or other Pacific Islander					79	0	32	47	99	0	37	62	160	0	68	92
Two or more races					477	1	208	269	849	2	267	482	1009	2	454	555
Did not self identify	5414	16	2257	3157	4790	12	1954	2836	4252	10	1770	2482	4305	10	1926	2379
Total	33308		14452	18856	38834		17369	21465	42077		19342	22735	41672		19954	21718

**Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 252 and Female = 344).

C. Academic Programs

As an institution of higher learning, UMUC is committed to educating students and this includes educating students about various aspects of diversity. Three courses have been designed and developed within the Behavioral and Social Science curriculum to enhance diversity knowledge. These courses include:

- BEHS 220 - Diversity Awareness
- BEHS 320 - Disability Studies

- BEHS 453 - Domestic Violence

These courses are part of the Undergraduate School curriculum and the Diversity Certification program (described below).

Table 2. Diversity Courses Participation

Courses	# of Participants
Diversity Awareness	359
Disability Studies	223
Domestic Violence	499

Certificate in Diversity Awareness – An 18-credit (6 courses) interdisciplinary certificate focused on applying social science concepts to foster an awareness and sensitivity to the diverse groups that an individual is likely to encounter in today’s workplace. It is intended for those currently working in human resource, personnel, and management sectors to update and expand their knowledge, understanding, and awareness of contemporary diversity issues. Students may complete this certificate while pursuing bachelor’s degrees in majors such as business administration, communication studies, criminal justice, and human resource management.

Additional courses are provided for individuals from under-represented populations to provide them with study and writing skills necessary for academic success. These courses include:

1. EDCP 100 – Principles & Strategies of Successful Learning. This course is an optional 3-credit course that serves as an introduction to knowledge and strategies designed to promote success in the university environment. The focus is on developing the study, interpersonal, and self-management skills and attitudes needed to achieve academic objectives. The topics included in the course are the university’s mission, resources, and requirements.
2. Intensive Writing Courses – Courses are offered for speakers of native languages other than English. These include Introduction to Writing; Business Writing; Advanced Expository & Research Writing; and Technical Writing.

D. Faculty

Table 3 depicts the ethnicity and gender demographics for UMUC faculty as of Fall 2012. The largest group (69% in Fall 2012) of faculty are those classified as “White”. Many faculty members decline to identify their race or report as “other”. The second largest group of faculty is African-American/Black faculty members at 16% as of fall 2012, compared to 14% in fall 2011. This is viewed as a slight increase (2%) and reflects

continuing efforts to diversify the UMUC faculty. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 11% of the total faculty representation. The number of Asian/American faculty increased by 21% to 186 in Fall 2012 from 154 in Fall 2011.

Males comprise 56% of the faculty and females 44% as of Fall 2012.

	Baseline: 2008-2009				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	137	8	80	57	155	7	84	71	340	14	172	168	426	16	204	222
American Indian or Alaska Native	14	1	10	4	13	1	10	3	19	1	13	6	19	1	12	7
Asian	68	4	55	13	67	3	57	10	154	6	116	38	186	7	132	54
Hispanic/Latino	21	1	12	9	26	1	15	11	60	2	36	24	69	3	42	27
White	788	45	476	312	823	39	475	348	1654	69	945	709	1844	68	1049	795
Native American or other Pacific Islander									1	0	1	0	1	0	1	0
Two or more races									3	0	2	1	8	0	5	3
Did not self identify	705	41	398	307	1043	49	578	465	108	4	53	55	102	4	54	48
Total	1733		1031	702	2127		1219	908	2402		1338	1001	2655		1499	1156

**Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 42 and Female = 15).

E. Staff

As shown in Table 4 below, the total number of staff employed at UMUC Stateside locations increased by 5% in 2012 compared to 2011, to 1079 from 1023. The proportions of African-American/Black staff increased to 34% in Fall 2012 from 32% in Fall 2011. The number of African-American/Black female staff increased by 13% to 297 from 254 in Fall 2011. The proportion of White staff remained unchanged in Fall 2012 from Fall 2011. Overall, the proportion of female staff remains virtually unchanged over the past year.

	Baseline: 2008-2009				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	239	26	58	181	266	27	62	204	332	32	78	254	373	34	76	297
American Indian or Alaska Native	2	0	2	0	3	0	2	1	1	0	0	1	3	0	2	1
Asian	64	7	22	42	60	6	15	45	65	6	23	42	67	6	28	39
Hispanic/Latino	22	2	9	13	28	3	8	20	31	3	8	23	32	3	9	23
White	349	39	122	227	398	40	142	256	454	44	173	281	491	44	183	308
Native American or other Pacific Islander					1	0	0	1	2	0	0	2	1	0	0	1
Two or more races					2	0	0	2	22	2	3	19	15	1	4	11
Did not self identify	229	25	82	147	227	23	83	144	116	11	32	84	97	9	30	67
Total	905		295	610	985		312	673	1023		318	705	1079		332	747

**Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 9 and Female = 16).

F. Recruitment of Staff and Faculty

The Office of Human Resources and Diversity Initiatives have partnered to examine UMUC recruiting and hiring practices. To ensure that all job searches are inclusive and that there is no implicit or explicit discrimination against any individuals, all members of search committees continue to be instructed as to what are legal and illegal interview questions. Sample questions are provided to interviewers that indicate what appropriate interview questions are pertaining to:

- Age
- Gender
- Citizenship
- Criminal Record
- Health and Physical Abilities
- Family/Marital/Parental Status
- Military
- National Origin
- Race or Skin Color
- Religion
- Residence

Additionally, as a core value, diversity is included in behavioral interview questions for leadership, management, and staff hiring. The Diversity Core Value states that UMUC recognizes that “each individual brings value to our university and our results.” Each interviewer is asked to prepare behavioral questions that gauge the interviewees experience and expertise in working in diverse environments. Further, all interviewers are required to ask the same standard interview questions for all candidates to ensure that all interviews are consistent and no bias is introduced to the interview process.

II. Progress on Meeting Goals as Stated in Plan

As outlined in Section I, UMUC continues to make significant progress against the original UMUC Cultural Diversity Plan. As the University continues to grow both locally and internationally, the Cultural Diversity Plan is an integral part of the strategic objectives and mission of the University. Decisions made regarding educational program development, hiring, training, and EEO compliance are made with the Cultural Diversity Plan as a reference. The plan continues to be part of the strategic approach to diversity and will be amended as the President and the Office of Diversity Initiatives Director continue to chart the direction of the office.

III. A Description of the Way the Institution addressed Cultural Diversity Among Students, Faculty, and Staff

To expand cultural diversity awareness among students, faculty, and staff, numerous programs and communications were developed for the University. The UMUC Diversity Poster series has continued throughout the University with the development and distribution of posters highlighting cultural and heritage month celebrations across the globe. In conjunction with the Marketing Team, diversity posters have been developed highlighting the following cultures, heritages, and diversity events:

- Martin Luther King Jr. Day of Service
- African-American Heritage Month
- Women's History Month
- Irish-American Heritage Month
- Asian-Pacific American Heritage Month
- Gay, Lesbian, Bisexual, Transgender Pride Month
- Caribbean-American Heritage Month
- Constitution Day
- German-American Heritage Month
- National American Indian Heritage Month
- Universal Human Rights Month
- Earth Day/Arbor Day
- Jazz Appreciation
- Disability Employment Awareness Month
- 911 Day of Remembrance
- National Poetry Month

Posters are displayed in each department and each of the public spaces throughout UMUC locations. To further communicate information regarding a particular Heritage or Cultural theme, announcements are included in weekly newsletters that are received by all staff and faculty. Additionally, to ensure that UMUC students are receiving the diversity messaging, we utilize UMUC's social media platform to engage all students in the virtual diversity discussion.

Throughout the year, tools and resources were provided to support awareness of diversity and federally recognized cultural holidays. UMUC provides a multicultural diversity calendar for all staff, faculty, and students to receive information regarding diversity events

and information. Additionally, in September, UMUC recognized U.S. Constitution Day by distributing pocket-size constitutions.

An integral part of the cultural diversity efforts at UMUC are the outreach activities in which the students, alumni, faculty, and staff are engaged. Individuals throughout UMUC are provided with opportunities to participate in outreach activities that enable them to work across cultural differences in the community. In 2012, UMUC sponsored three dragon boat events for the UMUC Virtual Dragons. The dragon boat festivals are events that began as a celebration of Asian culture and provide individuals from all backgrounds the opportunity to work together during dragon boat races. A total of 66 paddlers (UMUC staff, students, and alumni) competed in the 11th Annual Washington DC Dragon Boat Festival, the 11th Annual Philadelphia Dragon Boat Festival, and the 2012 National Harbor Dragon Boat Regatta. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 33 UMUC staff, alumni, and students in the Maryland-National Capital Parks and Planning Commission Department of Parks and Recreation for Prince Georges County Summer Slow Pitch Softball League.

Over the course of the past year, Diversity Initiatives has supported events to raise awareness about a variety of cultural diversity themes. These luncheon lectures and discussion events are designed to allow staff, students, and faculty with an opportunity to learn more about the cultural theme for the month and to engage in a dialogue with other attendees. The events for the past year included:

- January – Martin Luther King Jr., “The Man and the Dream” Documentary
- February – “The Tuskegee Airmen – They Fought Two Wars” Documentary
- March – “The Irish Diaspora and Irish American Heritage” by Stephen A. Brighton, Ph.D.
- April – Earth Day: “The Future Environmental Movement” with Robert P. Ouellete, Ph.D.
- June – LGBT Month: Metro Organization of Parents, Friends, of Lesbians, and Gays (PFLAG) with Phil Hicks
- September – Hispanic Heritage Month: “Salsa: It’s Roots and History” with Eileen Torres
- October – Disability Awareness: National Disability Employment Awareness Month Panel Discussion with George P. Failla, Jr. J.D., Beth Lash, Lisa Andrews, Ph.D., and Allison Butler, Ph.D.
- October – German-American Heritage Month: UMUC Europe Staff Presentation from Heidelberg, Germany (Facilitated by Patricia Jameson)
- November – MarylandCAN, Great Schools Change Everything with Curtis Valentine
- November – American-Indian Heritage Month: The Piscataway Indian Nation Singers and Dancers with Mark Tayac

IV. Status of Institutional Enhancement of Programs of Cultural Diversity, if improvement was needed

In response to discussions with Muslim-American staff within the University, specific procedures and protocols were put in place for staff to follow during the Ramadan Observance. From sunset on July 19, 2012 through August 18, 2012 quiet space was designated in the Adelphi and Largo locations for staff observing Ramadan to utilize during the course of the day. Staff was required to coordinate with their managers to make sure that they had approval and that they continued to meet their primary job responsibilities.

V. Status Report on Campus-based hate crimes and bias-motivated incidents that occurred on campus including demographic data

Over the course of the past year, there have been no reported incidents of hate crimes that have occurred. The University continues to provide a forum for individuals to report any incidents that occur and works to build a climate wherein such incidents will not be tolerated. Further, the Behavioral Assessment Review Team (BART) is available for individuals that feel they are in danger or that are in distress to reach out to a 24-hour hotline. The BART Team is composed of leadership throughout the University including the President's Office, Office of Human Resources, Office of Diversity Initiatives, Office of Student Affairs, General Counsel's Office, Disability Services, and the Provost's Office.

VI. A Summary of Resources used and needed, including State grants, to effectively recruit and retain a culturally diverse student body, faculty and staff

Diversity initiatives and cultural programs for the University are supported through a dedicated Diversity Initiatives budget. The budget supports diversity programming, diversity marketing and communications, and diversity outreach. The University researches grants to further programming; however at this time we are not relying on grants to fund these activities. The Annual UMUC Giving Campaign has allowed donors to earmark donations for the UMUC Virtual Dragons Dragon Boat Racing team to ensure that funds are in place to support the ongoing outreach programs that are in place for students, staff, faculty, and alumni.

VII. Status of enhancement of Cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution.

Over the past year, the Office of Diversity has continued to expand the diversity awareness program for staff and faculty throughout the University. The Diversity Awareness Program is comprised of several diversity training modules, including:

- Interpersonal Communication – Communicating across differences
- Managing a Diverse Workforce – Supervisory Training
- Working in a Multi-National Environment – Employee Training
- Cultural Sensitivity
- Understanding EEO policies

- Sexual Harassment Training Module

The Sexual Harassment Training Module is a mandatory training for all staff and faculty that are hired by the University. The module ensures that all members of the University are aware of what behaviors are appropriate and inappropriate when working with colleagues and students. During new hire orientation, individuals are instructed to complete the mandatory training program and compliance with this requirement is tracked by the Office of Diversity Initiatives. Participants in the Sexual Harassment Training included:

- Non-Supervisors – 151
- Faculty – 68
- Supervisors - 52

The Human Resources Office continues to provide ongoing employee development through a proprietary online training program called UMUC LEAD (Learning, Education, Advancement, and Development), formerly known as Skillsoft. The LEAD catalog courses cover a wide array of topics which all UMUC employees may access online at any time, with more than 20 modules that address diversity issues. Additionally, training on Equal Employment Policies and Procedures has been conducted at both stateside and overseas locations. The two courses; 1) A Supervisor's Guide to Understanding, Preventing, and Correcting Sexual Harassment, Discrimination, and Retaliation; and 2) A Guide to Understanding, Preventing and Correcting Unlawful Harassment, Discrimination and Retaliation are currently being rolled-out Stateside.

CONCLUSIONS

Over the past year, the diversity programs have continued to evolve and grow throughout the University. This growth is reflected in programs geared not only to our staff, but also programs involving students and faculty. Faculty has continued to build diversity into their course curriculum and have become more adept at working with the diverse UMUC student body. There continues to be a thirst for information related to diversity and inclusivity, which has led to the expansion of the events and activities that are offered to increase awareness about the diversity and the variety of cultures that make up the UMUC community. Individuals from outside of the Diversity Initiatives Office have also volunteered their time and effort to present their research and expertise on topics related to diversity, which has expanded the overall diversity knowledge base.

At UMUC, we pride ourselves on being a diverse place to both work and learn. Students will continue to find that they are learning alongside individuals from a variety of cultures, while being instructed by some of the most diverse group of thinkers in higher education. Additionally, we aim to create an environment where the backgrounds, perspectives, and experiences of our faculty and staff are valued and appreciated.



"Growing the Future, Leading the World"

Cultural Diversity Report

**Prepared by:
The Office of the Provost
Office of Diversity & Equal Employment Opportunity
Office of Institutional Research, Planning and Assessment**

July, 2013

INTRODUCTION

By action of the Maryland Legislature, Morgan State University has been designated as *Maryland's Public Urban University*, with the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore Metropolitan Area. The University is located in a residential area of northeast Baltimore, a city with a population of more than 620,951. Demographics for the service area include the following: 63.3% of the residents are African American; 28% are White; 4.2% are Hispanic, 2.3% are Asian, and 2.2% are two or more races. For more than 140 years, Morgan State University has been an important part of the higher education system in Baltimore City, the State of Maryland, and the nation. Throughout its history, Morgan has served the community with distinction while meeting the educational needs of an increasingly diverse society.

I. Institutional Plan to Improve Cultural Diversity

Morgan's motto, "Growing the Future, Leading the World," underlies the development of the current strategic plan (2011-2021). This plan focuses on a core set of goals that over the next ten years will build a transformative educational environment enriched by diverse perspectives. This environment will ensure a supportive atmosphere that promotes student success, enhances Morgan's status as a doctoral research university, and facilitates the University's contribution to community development. Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society. Students will have reasonable and affordable access to a comprehensive range of high quality educational programs and services. At Morgan, honest communications, ethical behavior, and accountability for words and deeds are expected from all members of the University community. Each person at Morgan is to be treated with respect and dignity and is to be treated equitably in all situations.

"Cultural Diversity" refers to a composite of individual characteristics, experiences, and abilities in accordance with the mission and core values of Morgan State University. In general and traditionally, it referred to attention to underrepresented racial and ethnic groups who have been marginalized. Diversity at Morgan also refers to commitment to enhancing the equity and inclusion of those who are economically disadvantaged; of different sexual orientation, religious, and ability of minorities; and of women. Morgan State University embraces cultural diversity in its broadest sense. We recognize, value, and learn from all people of varying cultural backgrounds such as and not limited to: race, color, ethnicity, age, ability, class, gender, national origin, religion, and sexual orientation. In summary, Morgan's mission is to serve a multi-ethnic and multi-racial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population.

Morgan's Cultural Diversity Plan was developed by the University community and approved by the Board of Regents at its May 3, 2011 meeting. As Maryland's public urban university, Morgan is one of the nation's premiere historically black colleges or universities (HBCUs). As such, achieving and maintaining a diverse student body as well as a diverse faculty and staff is a compelling interest and important goal for Morgan. The plan sets forth 33 goals in six core areas: Students (undergraduate, graduate, and non-traditional); Faculty and Staff; Curricular; Socio-economic; Disability; and Community Engagement. See Table 1 on page 2.

An assessment plan with goals, objectives, anticipated outcome, measure and benchmark, assessment method, and responsibility was developed for the core areas and goals. Successful implementation of the goals in the diversity plan requires the coordinated and sustained efforts of all members of the University

community and the systematic assessment of progress toward the goals. While all members of the Morgan community are expected to contribute to the enhancement of cultural diversity on campus, some members are more responsible than others in monitoring the initiatives and outcomes related to the diversity goals (i.e., Table 1). The Office of Diversity & Equal Employment Opportunity, the Office of Assessment in Academic Affairs, and the Office of Institutional Research will use the timelines in the assessment plan to collect, analyze, and report data on the goals and six core areas of the diversity plan. How the different divisions at MSU use data on cultural diversity to improve its operations and existing programs will be organized and reported to relevant stakeholders and accrediting agencies (e.g. MHEC, MSCHE, etc...).

Table 1: Summary of Institutional Plan to Improve Cultural Diversity

<i>Major Areas</i>	<i>Number of Goals</i>	<i>Measure/Benchmark</i>	<i>Responsibility</i>
Students	Undergraduate (UG): Goals 3-5 Graduate (GD): Goals 14-17 Non-Traditional (NT): Goals 18-21	Number of UG-students (All) Number of GD-students (All) Number of NT-students (All)	Institutional Research Admissions Reg. Deans Dept. & Prog. Offices Graduate School
Faculty and Staff	Tenure-Track: Goals 1-2 Faculty & Staff: Goals 30-33	Number of faculty (All) Number of Staff (All) Climate Survey (All)	Institutional Research Human Resources Dept. & Prog. Offices Office of Assessment Office of Div./EEO
Curricular	General Education Program (GEP): Goal 29 Exchange Program (EP): Goal 28 Study Abroad: Goals 26-27	Curricular Initiatives Assessment of GEP Study Abroad data	Academic Affairs College of Liberal Arts Office of Assessment Office of Int'l Services
Socio-economic	Economic Disadvantaged: Goal 6	Number of undergraduate students with family income above national mean	Institutional Research Financial Aid Office
Disability	Students w/Disabilities: Goals 9-13	Professional development initiatives Workshops, Seminars Feedback Surveys	Center for Career Dev. Office of Assessment Facilities Management Office of Student Retention & Success
Community Engagement	Climate: Goals 22-25	Community Initiatives Feedback Surveys	Center for Global Studies Int'l Student Service Office of Assessment President's Office Acad. Outreach/ Engage.

Prior to the development of the Diversity Plan in 2011, Morgan established the Office of Diversity & Equal Employment Opportunity (EEO). The EEO is charged with the day-to-day implementation of the non-discrimination policies of Morgan State University. The major responsibilities of the EEO are to educate the University community about affirmative action and equal employment opportunity laws, and to ensure compliance with statutory and regulatory requirements. The EEO also collaborates with academic and non-academic units to ensure that all aspects of the diversity plan are implemented and assessed to improve cultural diversity at the institutional and community levels. For example the EEO collaborates with the Office of Human Resources, the Division of Academic Affairs, and the Division of Academic Outreach and Engagement to educate the campus and partnering communities on the importance of cultural diversity, sponsoring events that promote inclusion and respect of cultural diversity.

On an annual and ongoing basis, the EEO, the Office of Residence Life, the Office of Human Resources, Student Affairs, the Division of Academic Affairs, Division of Academic Outreach and Engagement, and the University Counseling Center to implement a series of workshops on cultural competence, sexual harassment prevention, and discrimination prevention trainings. The workshops and diversity education activities are designed to address cultural diversity among students, faculty and staff. All new students, faculty and staff are encouraged to attend orientation workshops on diversity issues and current information on state and federal statutes and regulations governing equal opportunity. Contents of workshops and educational events, tasks, and activities are updated as needed to incorporate contemporary federal and state statutory changes regarding equal opportunity and equal access for students, faculty and staff. Other ongoing activities related to cultural diversity sponsored by the EEO on an annual basis include and are not limited to the following:

- Implementing diversity initiatives with an emphasis on recruiting and retaining underrepresented faculty and staff.
- Refining the hiring process for faculty and staff to increase the pool of diverse applicants.
- Exploring with the Office of Human Resources new ways to advertise to underrepresented groups.
- Developing a certificate system to recognize the trainee's completion of the course and to establish a record of the successful individual training.
- Collaborating with other state and federal offices/agencies in an effort to provide any needed information and to gain additional knowledge in an effort to be most useful to the University and to the surrounding community.
- Investigating all charges of discrimination filed by employees, staff or students
- Informing the campus and community about the University's effort to value Diversity and Equal Employment Opportunity.
- Promoting cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution by partnering with other established organizations on and off-campus and through a series of panel discussions offered through the University.

- Partnering with student services and the Office of Human Resources to help ensure that students and employees with disabilities receive reasonable accommodations in the classroom and in the workplace.
- Working with the Counseling Center to help Morgan's diverse population balance their personal lives with the rigors of academics.

The Office of Diversity & Equal Opportunity, the Office of Student Success and Retention, and Office of Admissions and Recruitment collaborate with all units at the university (all Colleges, Schools and Divisions) to ensure successful implementation of the diversity plan, and in-turn, create a more diverse community. We are demonstrating success in a number of areas listed below. Tables 2 through 5 are in the Appendix.

- The total number of Asian students enrolled at the undergraduate level increased 139% from 46 in AY 2010 to 110 in AY 2012 (Table 2).
- The total number of undergraduate international students is on the rise from 219 in AY 2010 to 253 in AY 2012 (Table 2).
- The total number of Hispanic students enrolled at the undergraduate level increased nearly 200% from 59 in AY 2011 to 175 in AY 2012 (Table 2).
- The total number of Hispanic student enrolled at the graduate level increased 189% from 9 in AY 2010 to 26 in AY 2012 (Table 3).
- The total number of White or Caucasian students enrolled at the graduate level increased 46% from 99 in AY 2010 to 145 in 2012 (Table 3).
- The total number of undergraduate students over age 25 increased by 31% from 1,012 in AY 2010 to 1,326 in AY2012.

In comparison to AY 2011, the percent of students enrolled from urban districts is up by 3%. The university awarded 14 more STEM degrees to women at the undergraduate level in AY 2012. The university awarded 34 more STEM degrees to underrepresented minority students in AY 2012. At the state level, Morgan is 2nd in the number of engineering bachelor's degrees awarded to African Americans; 2nd among all campuses in the number of doctorates awarded to African Americans; and 3rd among campuses in the number of bachelor's degrees awarded to African Americans (Maryland Higher Education Degree Information Systems). At the national level or among all HBCUs, Morgan is 3rd in the number of engineering degrees awarded to African Americans; 4th in architecture and in finance; 5th in hospitality administration/management; and 10th in communication and journalism.

Other examples of success and recognition include a new annual for International students' reception with the President and the International or iPAL program. iPAL is designed to partner international and domestic students studying at MSU for the purpose of a cultural exchange and building friendships. Participants in the iPAL Program:

- Share cultural experiences and activities with their buddy or buddies;
- Focus on furthering their language skills in English and the native language of the international student;
- Connect to student life outside of the classroom; and
- Create cross cultural friendship.

In addition, the Office of Student Success and Retention collaborates with the College of Liberal Arts, the School of Engineering, the School of Computer, Mathematical and Natural Sciences, the School of Business and Management, the School of Education and Urban Studies, the School Community and Public Health, the School of Architecture and Planning, the School of Social Work, and the various

academic support programs of the University to provide continuous, quality support for undergraduate students from matriculation to graduation. The goal of this comprehensive program is to increase student retention rates and persistence to graduation with a focus on academic success and achievement through early intervention and systematic tracking of undergraduate students. The Office of Student Success and Retention continues to seek grants and alternative funding sources to keep the recruitment and retention programs viable at the undergraduate and graduate levels. In July, 2013, the Office of Student Success and Retention was successful in acquiring a \$100K grant from the Gates Foundation to support the retention of all students. The grant will assist retention coordinators and advisors in the MSU Office of Student Success and Retention (OSSR) with counseling, coaching, risk assessment and academic intervention for students, through a system developed by Starfish Retention Solutions.

Morgan State University is committed to recruiting and retaining a diverse student body, recruiting and retaining a diverse workforce. Resources (i.e., human and fiscal) are challenges to diversity. We are concerned that Morgan lacks the resources of other campuses in Maryland with the same Carnegie classification of Doctoral Research. Morgan will continue to seek grants and funding sources at the state and national level to support and fulfill its mission and goals of its cultural diversity plan.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

On an annual and ongoing basis, Morgan State University employs a variety of strategies and initiatives to foster an inclusive community and to recruit diverse and underrepresented students, faculty, and administrative staff. Following we detail strategies and initiatives in each of the three areas.

Traditionally Underrepresented Students

Goals 3-5, 14-17, and 18-21 of the cultural diversity plan are designed to increase the numerical representation of the traditionally underrepresented students at Morgan State University. Goals 3-5 and 14-16 are designed to recruit, admit, retain and graduate greater numbers of Caucasian, Hispanic, and Asian undergraduate and graduate students. Goal 17 is designed to increase the percentage of international students enrolled at Morgan. Goals 18-21 are designed to recruit, admit, and retain a greater number of nontraditional students (over the age of 25). Examples of strategies utilized by the Office of Admissions and the academic divisions are: (1) open house (gala) in fall and spring semesters to engage parents, diverse students and schools in the recruitment process; (2) Campus tours to invite diverse students from different geographic areas to a day or weekend experience of campus life; (3) overnight programs that targets underrepresented and international students; and (4) strategies to monitor and review applications from underrepresented students. Examples of targeted programs that address underrepresented student recruitment, retention, and graduation are:

Academic Enrichment Program

The Office of Residence Life (ORL) Academic Enrichment Program (AEP) is a service and support available for students to have the opportunity to build and maintain their academic standing and progress. AEP provides free tutoring, computer labs, academic workshops and events for the students residing in the residence halls. Tutors are available to all resident students. AEP tracks the grades of resident students and provide support as needed. New and returning students who have GPAs below the 2.0 are mandated to receive tutoring services.

Bernard Osher Scholarship

The Bernard Osher Scholarship Award is designed to assist non-traditional students (age 25 and over). The required G.P.A. is 2.7. Eligibility criteria include:

- Currently enrolled as part-time or full time MSU student
- Returning to the University after a gap of 5 or more years
- Pursuing a bachelor's degree
- Between the ages of 25-50

Summer Bridge Programs

Morgan State University's **Center for Academic Success and Achievement (CASA)** sponsors CASA Academy, an alternative admissions program for students who do not meet the SAT/ACT requirements for regular admission. CASA accepts up to 300 students each year, and all participants who successfully complete the summer bridge program are guaranteed admission to the University for the fall semester. The six-week program offers a wide range of activities including developmental courses, study skills, mandatory tutoring, peer mentoring, academic advising, career exploration, orientation to the campus and its offices and resources, opportunities for personal/social development, and an avenue for parent involvement. Also since 2010, CASA has required students to engage in a common reading experience related to a social issue.

Morgan State University also offers bridge programs for academically talented students who plan to enter challenging fields. Morgan has achieved outstanding results with its six-week **PACE (Pre-Accelerated Curriculum in Engineering) Program**. Students who participate in this enrichment experience take classes in mathematics, computer science, biology, English composition, physics, and chemistry. They also develop projects and experiments for a research rotation and science fair. The 50 students who participate in the PACE program each summer test into Calculus I at a rate of 85 percent, on average, and are six times more likely than non-PACE freshmen to test out of developmental mathematics.

Participation in the PACE program also significantly increases students' rates of persistence to graduation.

Strategic Plan

The new Morgan State University 2012-2021 Strategic Plan, "Growing The Future, Leading The World" includes indicators designed to focus considerable attention on the "educational attainment gap between the races." Consistent with the focus of the Strategic Plan, the purpose of the Morgan State University's Office of Student Success and Retention is to work in collaboration with the various schools, college, and academic support programs of the University to provide continuous, quality support for undergraduate students from matriculation to graduation. The goal of this comprehensive program is to increase student retention rates and persistence to graduation with a focus on academic success and achievement through early intervention and systematic tracking of undergraduate students. The University-wide retention initiatives include:

- Summer Programs for freshmen -- (ACCESS Orientation Program). During the ACCESS Orientation Program, students and their parents receive financial aid assistance including FAFSA information, residence life information, and placement testing results, academic advisement, and career counseling. Additionally, students participate in cultural activities, workshops, and seminars including topics such as college transition, conflict resolution, study skills, and test-taking strategies.
- Placement Testing (Accuplacer) – proctoring, scoring & disseminating 1,200–1,600 tests per academic year.
- Academic Recovery-engaging and rehabilitating students who are eligible for dismissal/suspension.
- Alumni Mentoring Program-pairing freshmen with alumni volunteers to foster networking.

- Financial Literacy-providing a financial education curriculum designed to enhance students' financial skills.
- Disability Support Services (DSS) – managing reasonable accommodations with University faculty & staff.
- Collegiate Learning Assessment (CLA) – participating in the nation-wide longitudinal cohort of institutions.
- Academic Advisement for First-time freshmen - (Summer & Fall semesters only of the first year).
- Mid-term grades of “D” or “F” – monitoring & intervening with students to prevent final grades of “D” or “F”.
- Final grades of “D” or “F” – monitoring & intervening with students to replace grades with “C” grades or better.
- Academic Probation – monitoring & intervening with students to restore Satisfactory Academic Progress.
- Financial Aid Probation – working to reduce number of students ineligible to receive financial aid.
- FAFSA filing campaign –working to reduce the number students with incomplete or late FAFSA applications.
- Students Dropped for Failure to Make Satisfactory Financial Arrangements – reinstating as many as possible.
- No Longer Enrolled Students -- tracking and follow-up of student registration, withdrawals, and stop-outs.
- Early Alert & Response System--assisting faculty with intervention for students performing below expectations.
- Parents' 411 newsletter – mailing to the permanent address of all undergraduate students each semester.
- Retention Research & Student Surveys – participating in national benchmarking & campus research/surveys.
- Peer Tutoring – in the academic schools/departments.

Traditionally Underrepresented Faculty and Administrative Staff

Morgan has a well-credentialed faculty that is racially and ethnically diverse. This represents a continuation of a long tradition at the University. Diversity is particularly valued by today's college-age population and Morgan's degree of diversity among members of its faculty differentiates it from most other Maryland campuses. For example, of the approximately 455 full time faculty at Morgan, fifty-nine (59%) percent (270) are males and forty-one (41%) percent (185) are females. African-American males are about thirty-two percent (146) of full-time faculty at Morgan. The 108 African American female faculty represent twenty-three (23%) of the full-time faculty. White faculty (69) comprise fifteen (15%) of the full time faculty at Morgan.

Morgan State University's Office of Diversity and Equal Employment Opportunity in concert with the Office of Residence Life and the University Counseling Center, initiated sensitivity and cultural competence training and sexual harassment prevention training as part of a series of diversity and discrimination prevention trainings. The diversity and non-discrimination training programs are designed to:

- Address cultural diversity among students, faculty and staff;
- Educate students, faculty and staff with current information on state and federal statutes and regulations governing equal opportunity; and

- Reduce discrimination complaints.

Future training programs will incorporate reading materials, films, lectures, cultural events, power point presentations and guest speakers. Orientations for new faculty, staff, and administrators integrate attention to diversity issues. Retreats held at the end or beginning of the year (two or three day training) for faculty, staff, and administrators integrate diversity issues and are designed to promote faculty and staff cultural awareness. Faculty and staff developmental programs foster dialogue and collaboration among people of diverse backgrounds, orientations, and perspectives. The Office of Faculty for Professional Development provide faculty with min-grant opportunities to: (1) support curricular development in all disciplines; and (2) development of interdisciplinary and multi-cultural initiatives.

III. Efforts to Create Positive Interactions and Cultural Awareness

Morgan State University uses ongoing cultural training programs, curricular initiatives, and community partnerships to create positive interactions and cultural competence and awareness. Examples of the initiatives related to the aforementioned processes are the focus of this section.

Curricular Initiatives—General Education

The General Education Program establishes a number of significant goals and high expectations for Morgan students. Some of the outcomes related cultural competence and awareness are:

- Demonstrate integrated knowledge of the heritage, culture, social structures and accomplishments of autochthonous African cultures and African-American Civilization;
- Demonstrate a global perspective and integrated knowledge of the heritage, culture, social structures and accomplishments of one Non-Western Civilization; and
- Demonstrate integrated knowledge of the political, social and economic development of American society in relation to the world, of the history and geography of America and the world, of civic affairs and responsibilities, of personal, interpersonal, intergroup and intra-group relations, and of learning, work habits and career choices.

The general education committee at Morgan is working with the Office of Assessment in Academic Affairs to: identify resources and best practices, outline the assessment process, discuss and clarify the role that faculty will play in the development of assessment process at MSU, and collect feedback from faculty on assessment strategies that they recommend for collecting data on student achievement of General Education outcomes related to the issue of diversity.

Division of Academic Affairs (DAA) collaborates with deans, chairs, faculty, and student organizations to ensure curriculum diversity at the undergraduate and graduate levels. Examples of data collected include and are not limited to the following:

- Study abroad initiatives
- Diversity or multicultural initiatives
- Diversity of educational experiences available to faculty and students
- General Education Program and curriculum diversity initiatives
 - Undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and the development of competencies for success in a multicultural world;

- Interpersonal communication and acquiring the abilities to relate to and work effectively with diverse groups of people; and
 - Social responsibility and tolerance and respect for diverse groups of people and a disposition towards responsible citizenship and building a connection to the community.
- First year experiences related to diversity
 - Service and community-based learning experiences
 - Internship opportunities in diverse settings
 - Capstone experiences and projects

The mission of the *Center for Continuing and Professional Studies* is to serve the lifelong educational needs of traditional and non-traditional students pursuing undergraduate, graduate, professional and personal growth aspirations. The Center coordinates a broad variety of educational activities and community services for learners from culturally diverse populations from Baltimore City, the State of Maryland, nationally and internationally. Among the Centers programs that focus on students above the age of 25 are the following:

Certificate Programs

In addition to Post-baccalaureate Certificate Programs comprised of graduate courses, the Center administers a number of Certificate Programs where possession of a baccalaureate degree is not a requirement.

Summer Non-Credit Courses

Summer Non-Credit Courses focus is on developing and enriching the lives of the life-long adult learner. The Center offers a number of non-credit courses throughout the year.

Summer Programs

Morgan State University is the premier source for individuals seeking academic and personal enrichment courses year round. Participants in summer programs range in age from 5 years old to older adults. Programs are offered in engineering, education, computer science, chemistry, mathematics, and athletics.

Continuing Education Units (CEUs)

As an accredited academic institution, Morgan State offers Continuing Education Units/Credits (CEUs/CRs) and Professional Development Hours (PDHs) and sponsors activities for CEUs/CRs/PDHs for university departments, organizations in the Baltimore Community, the State of Maryland, and nationwide.

Improved Opportunities for Parents (IOP)

The Center administers the Improved Opportunities for Parents (IOP) Program which is designed to assist individuals who are typically 25 or older, especially parents, in obtaining a bachelor's degree.

The Bernard Osher Scholarship

The Bernard Osher Scholarship provides support to assist non - traditional students between the ages of 25-50 to return to the University after a gap of 5 or more years in order to complete a bachelor's degree.

Disability Support Services

As a critical component of Morgan State University, Student Accessibility Support Services (SASS) is dedicated to assisting students with disabilities accomplish their scholastic and career goals by supporting academic and advocacy skills and by helping to eliminate the physical, technical, and attitudinal barriers that limit opportunities. SASS is committed to providing all services and operating all programs in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA 1990). In accordance with Section 504 of the Rehabilitation Act of 1973

and ADA 1990, the University works to accommodate the needs of students with documented disabilities to provide equal access and equal educational opportunities.

Morgan State University has a “*Safe Space*” program which offers strategies for preparing students, faculty, and staff to be effective allies to lesbian, gay, bisexual, and transgender (LGBT) students by placing a safe space symbol on a viewable location in a person’s office. This allows LGBT students to identify those persons to whom they can talk without fear of repercussion.

The Diversity and Equal Employment Opportunity Office in conjunction with Student Affairs and the University Counseling Center has created a LGBT Advisory Board. The Board will address issues ranging from recruitment to support to retention among student and employee population. The Board is also advancing a proposal for a University wide climate survey. A committee on conversations on cultural awareness focused on engaging the entire Morgan community in discussing diversity issues is under formation.

Community Relations and Partnerships

Morgan will continue to serve as a catalyst for positive change in the community. We will continue to work with local, regional, national, and international governmental and private entities to fulfill our diversity plan. Examples of community initiatives are listed below:

- The *Morgan Community Mile Initiative* is a university-community partnership that involves residents, businesses, public agencies, and other stakeholders in making our community a better place. The five priority areas are: Health and Safety, Youth and Education, Environment, Live-Work-Spend in the community, and Strengthening University/Community relations.
- The *International Student Association and the Office of International Services* sponsors the FEVER Program. FEVER is an annual inter-cultural showcase and celebration of the various cultural groups within the Morgan State Community. Expression is done through the art forms of song, dance, and drama. In a broad sense, participants are drawn from America, Africa, Europe, Asia, Latin America and the Caribbean. While FEVER is primarily a student driven event, every effort is made to partner with faculty, staff and community groups.
- Morgan State University has partnered with the *Maryland State Highway Administration's Transportation and Civil Engineering Program (TRAC)* to create an outreach initiative for middle and high school students. TRAC seeks to improve the quality of math and science education and increase the numbers of women and minorities in transportation.

Additionally, the Office of Community Service implements a number of programs that utilizes students at Morgan State University in outreach activities with high school and middle school students. Among these programs are: ASANTE which provides high school students the opportunity to earn their community service credit by working with faculty and staff throughout the University; Brother-to-Brother in which Morgan student mentors will work with male high school students throughout Baltimore City to help increase their knowledge in different areas of education; and, Campus Pals which gives elementary and middle school students throughout the nation an opportunity to visit and learn about a prominent Historically Black Institutions.

IV. Other Central Diversity Initiatives

The Office of Diversity & Equal Employment Opportunity (EEO) will continue to expand educational efforts about diversity and regulatory requirements and will include more information on disabled employees than has been available in the past.

Programs of Cultural Diversity
Morgan State University
Appendix

Table 2: Undergraduate Students Comparison												
	Baseline: AY-2010				AY-2011				AY-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	5761	92.9	2509	3252	5787	87.4	2516	3271	5816	86.7	2485	3331
American Indian or Alaska Native	12	0.2	4	8	24	0.4	7	17	23	0.3	8	15
Asian	46	0.7	25	21	60	0.9	22	38	110	1.6	45	65
Hispanic/Latino	59	1.0	20	39	186	2.8	75	111	175	2.6	82	93
White	102	1.6	49	53	102	1.5	51	51	122	1.8	63	59
Native Hawaiian or other Pacific Islander	0	0.0	0	0	12	0.2	5	7	7	0.1	3	4
Two or more races	0	0.0	0	0	197	3.0	80	117	200	3.0	84	116
International	219	3.5	122	97	249	3.8	137	112	253	3.8	142	111
Did not self-identify	0	0.0	0	0	5	0.1	3	2	5	0.1	3	2
Total	6199	100%	2729	3470	6622		2896	3726	6711	100%	2915	3796

Table 3: Graduate Students Comparison												
	Baseline: AY-2010				AY-2011				AY-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	792	77.1	294	498	882	74.6	314	568	981	75.1	322	659
American Indian or Alaska Native	2	0.2	1	1	2	0.2	2	0	3	0.2	3	0
Asian	24	2.3	14	10	14	1.2	7	7	20	1.5	8	12
Hispanic/Latino	9	0.9	7	2	22	1.9	11	11	26	2.0	8	18
White	99	9.6	45	54	121	10.2	54	67	145	11.1	60	85
Native Hawaiian or other Pacific Islander	0	0.0	0	0	2	0.2	1	1	2	0.2	1	1
Two or more races	0	0.0	0	0	17	1.4	6	11	16	1.2	6	10
International	100	9.7	51	49	123	10.4	61	62	113	8.6	55	58
Did not self-identify	1	0.1	0	0	0	0.0	0	0	1	0.1	0	1
Total	1027	100%	412	615	1183	100%	456	727	1307	100%	463	844

Table 4: Faculty Comparison												
	Baseline: AY-2010				AY-2011				AY-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	324	59.3	175	149	258	55.6	147	111	392	60.3	213	173
American Indian or Alaska Native	11	2.0	8	3	13	2.8	9	4	16	2.5	9	7
Asian	28	5.1	22	6	30	6.5	23	7	52	8.0	35	17
Hispanic/Latino	5	0.9	4	1	4	0.9	3	1	6	0.9	3	3
White	113	20.7	73	40	99	21.3	61	38	148	22.8	93	55
Native Hawaiian or other Pacific Islander	1	0.2	1	0	1	0.2	1	0	1	0.2	1	0
Two or more races	7	1.3	3	4	9	1.9	4	5	13	2.0	5	8
International	57	10.4	33	24	50	10.8	31	19	21	3.2	10	11
Did not self-identify	0	0.0	0	0	0	0.0	0	0	1	0.2	0	1
Total	546	100%	319	227	464	100%	279	185	650	100%	369	275

Table 5: Staff Comparison												
	Baseline: AY-2010				AY-2011				AY-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	962	87.8	463	499	966	87.7	468	498	1014	86.3	479	535
American Indian or Alaska Native	3	0.3	1	2	3	0.3	1	2	8	0.7	5	3
Asian	16	1.5	6	10	16	1.5	6	10	34	2.9	14	20
Hispanic/Latino	10	0.9	4	6	14	1.3	7	7	18	1.5	8	10
White	64	5.8	40	24	59	5.4	37	22	71	1.4	45	26
Native Hawaiian or other Pacific Islander	2	0.2	0	2	2	0.2	0	2	1	0.1	0	1
Two or more races	12	1.1	5	7	13	1.2	5	8	15	1.3	6	9
International	25	2.3	13	12	28	2.5	15	13	14	1.2	5	9
Did not self-identify	2	0.2	1	1	0	0.0	0	0	0	0.0	0	0
Total	1096	100%	533	563	1101	100%	539	562	1175	95.4	562	613

Report on
St. Mary's College of
Maryland's
Efforts to Promote Cultural
Diversity

September 1, 2013

Promoting Cultural Diversity at St. Mary's College of Maryland

The Diversity Plan constructed by St. Mary's College of Maryland is the culmination of a collection of efforts throughout the campus. The ethos is grounded in the mission statement which values "diversity in all its forms" with the goal of "enhancing access, affordability, and diversity." Diversity is a prominent in the mission statement and strategic plan. The centrality of diversity in our shared focus is evident in the wide range of initiatives and programs at the College. The diversity plan contained in this document will organize and display the many efforts on campus, reveal various metrics for assessing progress, and reflect on areas in need of improvement.

The strategic plan has been the central planning document guiding the College and providing a basis for assessment of the efforts toward the promotion of diversity on campus. The following three goals from the strategic plan pinpoint the focus on diversity:

- attract and retain to graduation a diverse student body;
- sustain an environment that embraces diversity in all of its manifestations; and
- attract and retain a diverse faculty and staff.

Taking the lead from the strategic plan, several constituencies on campus have institutionalized diversity efforts. Examples of this are illustrated within residence life diversity programs, curricular diversity requirements, and recruiting techniques to foster a more diverse workplace. Since the efforts are widely distributed across campus, this report will organize the strategies into categories and provide the collected metrics where applicable.

Strategies for recruitment and retention of a diverse student body, faculty, and staff

For years, St. Mary's College of Maryland has had some of the highest retention and graduation rates of minority students among the state's public colleges and universities. Though we are proud of this accomplishment and the success of our students, we do not intend to rest on these accomplishments. The College plans to build upon its record and will work to enhance the success of recruiting and retaining a diverse group of students, faculty, and staff.

Recruiting students with a diverse background

One of the primary benchmarks for diversity is diversity of the first year student population. St. Mary's has made the strategic decision to promote diversity broadly by creating goals for recruitment for underrepresented minorities (25%), out-of-state students (20%), first-generation students (20%), and students who are eligible for Pell Grants (20%). These goals have been set in 2012 to be aspirant goals and the College's past performance in these categories can be found in Table 1.

TABLE 1

Characteristics	FA08	FA09	FA10	FA11	FA12
Entering first year class who are minorities	18%	18%	23%	19%	17%
Entering first year class from outside of MD	21%	17%	17%	13%	15%
Entering first year class from first generation households	23%	18%	19%	19%	15%
Entering first year class receiving Pell Grants	11%	12%	15%	20%	12%

Source: MFR & PAR Goal 2 (2013)

St. Mary’s mission to promote access to underrepresented students includes recruiting and retaining students from all racial and ethnic groups and being sensitive to the needs of first-generation college students and those from diverse socio-economic circumstances. The following efforts help us achieve these goals:

- Our Office of Admissions staff strategically visits most public high schools in Maryland in an effort to meet with a diverse group of potential applicants.
- Off-campus receptions are often held within the communities of potential students, and transportation assistance to St. Mary’s College is available to high school students with limited financial resources.
- St. Mary’s partners with college-access programs such as the CollegeBound Foundation in Baltimore, the Southern Maryland College Access Network, and a variety of middle school and high school programs (e.g., GEAR UP, Fairlead Academy) that serve underprivileged students.
- Members of the College’s Black Student Union (BSU) and Raíces Hispanas work with the Office of Admissions to assist with minority student recruitment through programs such as the minority student sleepover and the BSU Scholarship of Excellence.
- DeSousa-Brent scholars have assisted with recruiting as part of a recent service project and effort to bolster recruitment of Latino and Latina students. These scholars served as college success ambassadors to students at the Latin American Youth Center.
- The College created an admissions advisory committee composed of key faculty and staff charged with influencing the recruitment strategies to promote the diversity and the quality of the incoming class.

Assessment of progress toward meeting the recruitment goals

Despite the efforts described above, St. Mary’s is falling short of its aspirant goals as evidenced by Table 1. A lagging performance appears to be the result of a competitive environment in which these high capacity students are being recruited by other colleges with better financial packages that drive down the net cost of tuition. St. Mary’s will continue to implement strategies to allow us to reach our recruitment goals in this area.

Strengthening Retention and Graduation

St. Mary’s College measures its performance toward supporting the success of underrepresented groups on campus by its retention and graduation rates. In the MFR and PAR, a target rate was set to retain at least 90 percent of first- to second-year

minority students and the six-year graduation rate was to be maintained at 74 percent. St. Mary's College has achieved some of the highest retention and graduation rates of any Maryland public college or university. These statistics are routinely monitored to separate the minority group into its distinct subgroups. Table 2 demonstrates the outcomes of the efforts applied to retaining and graduating students in the identified populations. The six year minority graduation rate has fluctuated between achieving the goal and not achieving the goal giving the College confidence that this goal remains an attainable yet reasonable aspiration. Much of the analysis of exit surveys indicates that the most prevalent reason students leave are due to the changing interests of students as they begin to mature into their academic career and financial constraints of a residential small college. These factors are particularly prevalent for the populations the College strives to retain for a diverse student body. However, the overall graduation rate performance remains strong and part of this can be explained by the programmatic approach the College applies to diversity.

Table 2

Four Year Graduation Rates

E. Clune-Kneuer, OIR: 08-06-13

Initial Cohort Type	FA07 SP11			FA08 SP12			FA09 SP13			FA10 SP14		
	Cohort N	Grad N	%	Cohort N	Grad N	%	Cohort N	Grad N	%	Cohort N	Grad (Proj) N	%
Minority	80	44	55%	79	48	61%	83	48	58%	97	52	54%
African-American sub-group	43	21	49%	35	19	54%	41	22	54%	35	14	40%
White (non-Hispanic)	360	268	74%	361	270	75%	379	264	70%	334	226	68%
Non-Resident Alien (Foreign)	11	7	64%	5	5	100%	10	6	60%	4	4	100%
First Generation	104	71	68%	101	72	71%	83	52	63%	77	44	57%
Pell At Entry	59	32	54%	49	29	59%	52	22	42%	65	35	54%
DeSousa-Brent Scholars Program At Entry	25	8	32%	30	13	43%	25	10	40%	30	13	43%
All Students	464	331	71%	458	332	72%	487	327	67%	443	286	65%

Six Year Graduation Rates

E. Clune-Kneuer, OIR: 08-12-13

Initial Cohort Type	FA05 SP11			FA06 SP12			FA07 SP13			FA08 SP14		
	Cohort N	Grad N	%	Cohort N	Grad N	%	Cohort N	Grad N	%	Cohort N	Grad (Proj) N	%
Minority	97	77	79%	85	58	68%	80	55	69%	79	62	78%
African-American sub-group	50	40	80%	35	22	63%	43	30	70%	35	26	74%
White (non- Hispanic)	369	289	78%	320	266	83%	360	292	81%	361	295	82%
Non-Resident Alien (Foreign)	6	5	83%	5	4	80%	11	8	73%	5	5	100%
First Generation	96	71	74%	91	72	79%	104	76	73%	101	84	83%
Pell At Entry	56	37	66%	46	26	57%	59	38	64%	49	39	80%
DeSousa-Brent Scholars Program At Entry				24	14	58%	25	14	56%	30	22	73%
All Students	488	385	79%	428	345	81%	464	368	79%	458	371	81%

Source: E. Clune-Kneuer; Office of Institutional Research and Reporting; EIS/STUD; DIS

Recognizing that the minority groups on campus have different needs, St. Mary's College has taken a multi-modal approach to its strategies of supporting this goal of maximizing retention and successful graduation rates.

Campus clubs and organizations help support the intellectual and social growth of students once they matriculate at St. Mary's. Several student-run campus organizations focus on the needs of traditionally underrepresented students and/or celebrate diverse cultures. Among these organizations are Asian Studies, Black Student Union, Feminists United for Sexual Equality, Gospel Choir, Hillel (Jewish religious group), International Club, Intervarsity Christian Fellowship, Newman Society (Catholic religious group), Raíces Hispanas (Latino/a student group), and St. Mary's Triangle and Rainbow Society (STARS; LGBTQ student group), and Women In Science House. Each spring the SGA Programs Board sponsors World Carnival, a campus-wide event that celebrates global cultures in all of its forms by showcasing activities, food, and performance groups from all over the world.

Our **Multicultural Resource Center (MRC)** provides students with a helpful and supportive staff with the purpose to serve the St. Mary's community through the promotion of inclusiveness and providing students with resources to which they can relate. The center is equipped with DVDs, books and a flat screen television. It was designed as an area where students could come to feel safe and comfortable while exploring their differences. The MRC works closely with student activities to schedule

events that enhance the academic experience, promote cultural awareness, celebrate cultural traditions and explore both social and cultural issues.

The College's **Multicultural Achievement Peer Program (MAPP)** helps students connect with faculty, staff, and other students who are historically underrepresented in higher education. This organization strives to enhance the success of entering multicultural students with their transition to college life by providing the guidance of students who have successfully completed more than one year of college.

LGBTQ Student Services provides programming and resources for lesbian, gay, bisexual, transgender, and queer students on-campus, as well as educates the entire campus community on the needs of LGBTQ students. It hosts annual events, including National Coming Out Day, SMCM Trans* Day of Remembrance, and socials at the beginning of each semester. In conjunction with STARS, LGBTQ Student Services coordinates a series of programs during the month of April to celebrate "Gaypril." Last April, LGBTQ Student Services celebrated its inaugural Lavender Graduation, a ceremony that honors the contributions to the St. Mary's community by graduating LGBTQ and allied seniors. The programs and services offered are reviewed throughout the year by the LGBTQ Student Services Advisory Committee, which is comprised of faculty, staff, and students.

St. Mary's College has incorporated diversity objectives in the academic experience through the development of scholar programs, areas of study, and the Core Curriculum. The **DeSousa-Brent Scholars Program** was originally named College 101 but because of its success, it was further institutionalized through its designation as a scholars program. The DeSousa-Brent Scholars Program is a cohort program with first-year seminar targeting at-risk students with the understanding that students who participate are more likely to be successful in the first year and to return for their second year. The Math and Computer Science Department developed the **Emerging Scholars Program**, a seminar approach to teaching calculus designed to improve the experience of students needing greater preparation for that difficult course. The College expanded this model to add Emerging Scholars Program workshops in the introductory biology, chemistry, computer science, and physics courses. The **STEM Navigator Scholarship Program** awards \$5,000 to \$10,000 to 10 financially needy incoming students who intend to major in one of the science & math fields at St. Mary's. This program matches students with a mentor professor (and academic advisor) in their chosen field, facilitates field trips with other Navigators, participate in the Emerging Scholars Program (ESP) in their chosen field, and attends enrichment workshops on summer research opportunities and graduate school. Our Psychology Department requires its majors to demonstrate, through several options approved by its Diversity Committee, that they have an understanding of the contributions of diversity and multiculturalism to the understanding of psychology. Various majors (Asian Studies, Latin American Studies) and minors (African and African Diaspora Studies, Women, Gender, and Sexuality Studies) offer leadership in the study and campus contributions toward the understanding of diversity. The Core Curriculum implemented in the fall of 2008 has been developed with a component titled "Experiencing the Liberal Arts in the World" with a fundamental goal

of reflecting on cultural diversity through study abroad or experiential learning opportunities.

External partnerships: St. Mary's College partners with the University of Maryland College Park to support three to five students a year as McNair Fellows, disadvantaged students who want to pursue a Ph.D. These students have received a stipend to do summer research, are mentored through the application process to graduate school, and are supported in a variety of other ways to help them attain their goals. St. Mary's College has also facilitated Study Circles, a national program that is locally sponsored by St. Mary's College, St. Mary's County Public Schools and the St. Mary's County Human Relations Commission, with the purpose of promoting discussion among community members about shared concerns, experiences and suggestions on race relations.

The College's Department of **Institutional Research and Reporting** regularly monitors student attitudes and behaviors toward cultural diversity by administering the National Survey of Student Engagement and the Beginning College Survey of Student Engagement. The results are shared campus-wide and discussed in various venues.

St. Mary's College promotes diversity through campus programming including celebrations of African-American Heritage Month, Hispanic Student Week, Asian Student Week, and International Week to promote study abroad and welcome our inbound exchange students. One of the most popular events on campus is the annual World Carnival, which, among other things, celebrates diversity through world music and dance, plus the distribution of information at booths. There are a variety of annual lectures promoted on campus to expand the College community's understanding of diversity. The College supports campus events focusing on race relations such as: the Carter G. Woodson Lecture; the annual James Early Lecture; and the Omicron Delta Kappa Diversity Series. The annual Martin Luther King, Jr. Prayer Breakfast brings together members of the campus and surrounding community to honor this civil rights leader and the causes that he championed.

Improving Diversity of Faculty and Staff

St. Mary's College believes students should encounter a faculty and staff as diverse as the general population. The College has set a goal, published within the Department of Budget Management report, "Managing for Results" (MFR) and Maryland Higher Education Commission's Performance Accountability Report (PAR), to strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. While the College is falling short of its diversity goals, there is a positive trend comparing progress from five years ago.

Table 3

<i>The aspirant goal for full-time faculty and staff will be: all minorities (15 percent & 28 percent).</i>	FA08	FA09	FA10	FA11	FA12
Percent minority of all full-time tenured or tenure-track faculty	10%	14%	12%	12%	14%
Percent minority of all full-time (non-faculty) staff	23%	23%	27%	27%	25%

Source: MFR & PAR Goal 2 (2013)

The primary tactic has been to concentrate our efforts in the following ways:

- produce and distribute campus-wide the College’s Affirmative Action Guidelines;
- dedicate our affirmative action officer to assist with searches;
- ensure that all job searches should be conducted in a manner that is fair to all applicants;
- promote department chair and director awareness of professional pipelines that are focused on the advocacy of minority hiring and professional development; and,
- require hiring departments to develop a plan for ensuring a diverse pool of candidates for their search.

The College utilizes national publications such as *The Chronicle of Higher Education* and HigherJobs.com to develop the widest candidate pool possible. In addition, some search committees have placed ads in journals and newsletters having a predominantly minority readership (e.g., *Psych Discourse*, *Hispanic Outlook*, and *The Journal of Blacks in Higher Education*). All advertisements, announcements, and letters soliciting applications include a brief statement of the College’s policies on non-discrimination and the statement that “St. Mary’s College is an affirmative action/equal opportunity employer.” All applicants for faculty and professional staff positions are sent an acknowledgement letter and an Affirmative Action Data Form requesting information on sex, racial/ethnic identification, disability, and veteran status. Summary data are monitored in an effort to assure that a diverse group of applicants is obtained.

The St. Mary’s web site includes a campus diversity web page. Also included is a Minority Business Enterprise page that contains information for minority businesses that wish to pursue opportunities with the College and the State of Maryland. The Office of Human Resources at St. Mary’s College of Maryland has hosted a three-day statewide Affirmative Action / Equal Employment Opportunity workshop. The Office of Residence Life has worked diligently to recruit a diverse student staff to provide the necessary first contact support in the residence halls. The Office of Residence Life has furthered their commitment to diversity by focusing specific professional positions on supporting multicultural initiatives. Through all of these efforts St. Mary’s hopes to achieve and support a fairly obtained workforce that is representative of Maryland’s diverse community.

Assessment, plans, and progress

With recruitment and retention embedded in the strategic plan, assessment is a regular part of our institutional culture and the College regularly evaluates the performance towards attaining these goals through the submission to the Maryland Higher Education Commission's "Performance Accountability Report" and the Maryland Department of Budget Management's report, "Managing For Results." The metrics set for the plan's goals are easily accessed online and as they are finalized, various groups on campus utilize the results to evaluate initiatives and make appropriate changes. Annually, the results of the progress made within these metrics are presented to the St. Mary's College Board of Trustees. There are various campus organizations deeply engaged in working toward achieving the goals. The Office of Admissions, the Strategic Planning Committee, and the Dean of Students all provide analysis and guidance toward attaining the goals. For instance, the Office of Financial Aid understands that affordability is one of the chief obstacles to access and diversity and increased the support for need-based scholarships for families with an estimated family contribution of \$10,000 or less and actively monitors how effective this initiative has been in sustaining financial at-risk students. The student-organized Programs Board recognizes that engagement out of the classroom is an essential student success factor and the campus culture makes campus club formation exceedingly easy. However, over time as clubs have formed, redundancy has occurred. The Programs Board recognized this issue and instituted an ad-hoc group to coordinate the multi-cultural programs to promote broader attendance and a more planned approach.

The benchmarks for the recruitment and retention of minority students have not been met. With the current economic climate there is some concern that the affordability of college will be an issue in the immediate future. Moving forward, the College will need to be particularly attentive to the trends in the distribution of minority groups, socio-economic characteristics, and other retention risks.

St. Mary's College affirms the importance of hiring and retaining African-American faculty and executive/managerial staff. Over the past five years, we have increased our faculty but have not kept pace with the successful hiring of minorities at a comparable rate. Recent efforts in the faculty have stressed the importance of recruiting a diverse pool of candidates and also publicizing searches to prospective minority candidates. We continue to promote the hiring of minority candidates through our Equal Employment Officer and Affirmative Action Office and the continuation of an increasingly welcoming work environment. The College has committed to a positive work environment and as such has administered the COACHE Survey for faculty in the fall 2011 and the Chronicle of Higher Education's Great Colleges to Work For survey in the spring 2012 and 2013. The findings in both of these surveys reveal that the engagement and commitment to the College is high but that the largest concerns continue to be communication and a sense of inclusion to decision making. COACHE data analysis investigated the relative satisfaction of minority faculty and non-minority

faculty; our results suggest that there are not significant differences in perceptions of fairness and satisfaction across these groups.

Conclusion

St. Mary's College has been committed to the pursuit of a diverse campus climate very much aligned to the concepts of the toleration that was part of the original Maryland colonists. We celebrate our success but recognize our mission goals to ensure that underrepresented students have access to the St. Mary's College liberal arts experience poses challenges in the College's need-based financial aid structure. As the College Foundation's endowment recovers from the economic recession, the need is great and the ability to meet the need remains challenged but the College is dedicated to exploring means to bridge the gaps in access, retention, and graduation. The success the College experienced from last year's legislative session in which funds were allocated to freeze tuition for 2 years and performance funds were established to support new efforts in interventions intended to boost retention and graduation rates.

Section II

Data Analysis

Enrollment at Maryland Community Colleges, Fall 2012

Community College Enrollment, Fall 2012

		Undergraduate Enrollment					
		Full-time		Part-time		Total	
		M	F	M	F	M	F
Allegany College of Maryland	Non-resident Alien	11	15	2	10	13	25
	Hispanic (of any race)	12	15	15	8	27	23
	Black or African-American	142	150	36	42	178	192
	White	509	1,026	441	1,095	950	2,121
	American Indian/Alaska Native	2	2	-	3	2	5
	Asian	2	3	1	7	3	10
	Hawaiian/Pacific Islander	-	-	-	2	-	2
	Two or More Races	16	16	3	2	19	18
	Unknown	13	21	5	4	18	25
	<i>Total</i>	<i>707</i>	<i>1,248</i>	<i>503</i>	<i>1,173</i>	<i>1,210</i>	<i>2,421</i>
	Adult (Age 25 or Older)	150	361	117	438	267	799
Anne Arundel Community College	Non-resident Alien	29	39	29	49	58	88
	Hispanic (of any race)	139	155	232	336	371	491
	Black or African-American	363	470	749	1,540	1,112	2,010
	White	1,572	1,599	2,725	4,927	4,297	6,526
	American Indian/Alaska Native	19	8	31	32	50	40
	Asian	115	110	167	242	282	352
	Hawaiian/Pacific Islander	8	5	16	21	24	26
	Two or More Races	54	88	84	109	138	197
	Unknown	158	150	456	686	614	836
	<i>Total</i>	<i>2,457</i>	<i>2,624</i>	<i>4,489</i>	<i>7,942</i>	<i>6,946</i>	<i>10,566</i>
	Adult (Age 25 or Older)	472	589	1,884	4,407	2,356	4,996
Carroll Community College	Non-resident Alien	1	4	3	1	4	5
	Hispanic (of any race)	19	22	27	33	46	55
	Black or African-American	23	31	35	51	58	82
	White	689	744	738	1,492	1,427	2,236
	American Indian/Alaska Native	1	-	6	1	7	1
	Asian	7	15	7	11	14	26
	Hawaiian/Pacific Islander	-	2	-	2	-	4
	Two or More Races	8	23	8	13	16	36
	Unknown	17	7	8	18	25	25
	<i>Total</i>	<i>765</i>	<i>848</i>	<i>832</i>	<i>1,622</i>	<i>1,597</i>	<i>2,470</i>
	Adult (Age 25 or Older)	101	97	249	768	350	865

Community College Enrollment, Fall 2012

		Undergraduate Enrollment					
		Full-time		Part-time		Total	
		M	F	M	F	M	F
Cecil College	Non-resident Alien	2	2	-	1	2	3
	Hispanic (of any race)	17	21	19	47	36	68
	Black or African-American	55	59	52	94	107	153
	White	398	502	411	873	809	1,375
	American Indian/Alaska Native	2	5	2	6	4	11
	Asian	10	5	5	9	15	14
	Hawaiian/Pacific Islander	1	-	1	-	2	-
	Two or More Races	18	32	19	28	37	60
	Unknown	-	1	1	-	1	1
	<i>Total</i>	<i>503</i>	<i>627</i>	<i>510</i>	<i>1,058</i>	<i>1,013</i>	<i>1,685</i>
	Adult (Age 25 or Older)	75	139	194	522	269	661
College of Southern Maryland	Non-resident Alien	9	9	5	13	14	22
	Hispanic (of any race)	96	119	98	172	194	291
	Black or African-American	387	452	506	971	893	1,423
	White	864	1,090	1,196	2,338	2,060	3,428
	American Indian/Alaska Native	6	19	9	18	15	37
	Asian	47	49	59	66	106	115
	Hawaiian/Pacific Islander	5	11	11	16	16	27
	Two or More Races	87	121	67	118	154	239
	Unknown	12	15	30	56	42	71
	<i>Total</i>	<i>1,513</i>	<i>1,885</i>	<i>1,981</i>	<i>3,768</i>	<i>3,494</i>	<i>5,653</i>
	Adult (Age 25 or Older)	254	336	705	1,783	959	2,119
Chesapeake College	Non-resident Alien	3	-	6	10	9	10
	Hispanic (of any race)	21	23	19	35	40	58
	Black or African-American	63	78	73	176	136	254
	White	301	380	404	937	705	1,317
	American Indian/Alaska Native	1	2	2	3	3	5
	Asian	10	8	5	15	15	23
	Hawaiian/Pacific Islander	-	-	4	1	4	1
	Two or More Races	6	9	7	14	13	23
	Unknown	5	7	6	11	11	18
	<i>Total</i>	<i>410</i>	<i>507</i>	<i>526</i>	<i>1,202</i>	<i>936</i>	<i>1,709</i>
	Adult (Age 25 or Older)	63	109	183	574	246	683

Community College Enrollment, Fall 2012

		Undergraduate Enrollment					
		Full-time		Part-time		Total	
		M	F	M	F	M	F
Community Colleges of Balt County	Non-resident Alien	190	201	127	217	317	418
	Hispanic (of any race)	162	222	200	377	362	599
	Black or African-American	1,259	1,848	1,932	4,361	3,191	6,209
	White	1,714	1,855	2,958	5,052	4,672	6,907
	American Indian/Alaska Native	11	12	22	39	33	51
	Asian	261	218	301	357	562	575
	Hawaiian/Pacific Islander	15	13	17	12	32	25
	Two or More Races	134	177	161	276	295	453
	Unknown	29	20	60	105	89	125
	<i>Total</i>	<i>3,775</i>	<i>4,566</i>	<i>5,778</i>	<i>10,796</i>	<i>9,553</i>	<i>15,362</i>
	Adult (Age 25 or Older)	916	1,353	2,560	6,271	3,476	7,624
Baltimore City Community College	Non-resident Alien	146	134	119	209	265	343
	Hispanic (of any race)	12	16	16	34	28	50
	Black or African-American	467	890	704	1,979	1,171	2,869
	White	24	39	120	249	144	288
	American Indian/Alaska Native	-	2	1	4	1	6
	Asian	10	11	29	49	39	60
	Hawaiian/Pacific Islander	1	3	4	5	5	8
	Two or More Races	6	15	12	14	18	29
	Unknown	7	13	20	31	27	44
	<i>Total</i>	<i>673</i>	<i>1,123</i>	<i>1,025</i>	<i>2,574</i>	<i>1,698</i>	<i>3,697</i>
	Adult (Age 25 or Older)	287	540	586	1,695	873	2,235
Frederick Community College	Non-resident Alien	6	4	14	23	20	27
	Hispanic (of any race)	80	84	100	183	180	267
	Black or African-American	128	141	196	296	324	437
	White	774	760	1,056	1,723	1,830	2,483
	American Indian/Alaska Native	1	2	7	11	8	13
	Asian	34	49	77	117	111	166
	Hawaiian/Pacific Islander	2	2	2	3	4	5
	Two or More Races	36	53	28	46	64	99
	Unknown	9	9	19	29	28	38
	<i>Total</i>	<i>1,070</i>	<i>1,104</i>	<i>1,499</i>	<i>2,431</i>	<i>2,569</i>	<i>3,535</i>
	Adult (Age 25 or Older)	164	185	556	1,299	720	1,484

Community College Enrollment, Fall 2012

		Undergraduate Enrollment					
		Full-time		Part-time		Total	
		M	F	M	F	M	F
Garrett College	Non-resident Alien	6	4	1	-	7	4
	Hispanic (of any race)	13	7	-	1	13	8
	Black or African-American	86	85	1	2	87	87
	White	227	243	71	100	298	343
	American Indian/Alaska Native	1	1	-	-	1	1
	Asian	-	-	2	-	2	-
	Hawaiian/Pacific Islander	2	4	-	-	2	4
	Two or More Races	4	3	-	-	4	3
	<i>Total</i>	<i>339</i>	<i>347</i>	<i>75</i>	<i>103</i>	<i>414</i>	<i>450</i>
	Adult (Age 25 or Older)	25	41	29	68	54	109
Hagerstown Community College	Non-resident Alien	4	7	9	9	13	16
	Hispanic (of any race)	30	26	61	98	91	124
	Black or African-American	88	80	133	193	221	273
	White	505	550	912	1,902	1,417	2,452
	American Indian/Alaska Native	4	3	4	9	8	12
	Asian	14	9	26	35	40	44
	Hawaiian/Pacific Islander	2	2	1	4	3	6
	Two or More Races	18	19	32	82	50	101
	Unknown	8	11	32	43	40	54
	<i>Total</i>	<i>673</i>	<i>707</i>	<i>1,210</i>	<i>2,375</i>	<i>1,883</i>	<i>3,082</i>
	Adult (Age 25 or Older)	161	177	513	1,105	674	1,282
Harford Community College	Non-resident Alien	17	7	3	12	20	19
	Hispanic (of any race)	66	71	74	104	140	175
	Black or African-American	150	224	241	455	391	679
	White	1,044	1,059	1,153	2,020	2,197	3,079
	American Indian/Alaska Native	5	6	2	11	7	17
	Asian	30	29	42	56	72	85
	Hawaiian/Pacific Islander	-	9	3	5	3	14
	Two or More Races	48	50	42	76	90	126
	Unknown	8	2	7	22	15	24
	<i>Total</i>	<i>1,368</i>	<i>1,457</i>	<i>1,567</i>	<i>2,761</i>	<i>2,935</i>	<i>4,218</i>
	Adult (Age 25 or Older)	130	207	561	1,372	691	1,579

Community College Enrollment, Fall 2012

		Undergraduate Enrollment					
		Full-time		Part-time		Total	
		M	F	M	F	M	F
Howard Community College	Non-resident Alien	118	125	80	132	198	257
	Hispanic (of any race)	139	173	188	295	327	468
	Black or African-American	400	498	619	1,212	1,019	1,710
	White	869	765	1,214	1,644	2,083	2,409
	American Indian/Alaska Native	2	4	8	17	10	21
	Asian	227	189	280	364	507	553
	Hawaiian/Pacific Islander	6	5	8	9	14	14
	Two or More Races	65	78	59	112	124	190
	Unknown	15	17	34	68	49	85
	<i>Total</i>	<i>1,841</i>	<i>1,854</i>	<i>2,490</i>	<i>3,853</i>	<i>4,331</i>	<i>5,707</i>
	<i>Adult (Age 25 or Older)</i>	<i>241</i>	<i>311</i>	<i>1,059</i>	<i>2,272</i>	<i>1,300</i>	<i>2,583</i>
Montgomery College-All Campuses	Non-resident Alien	583	721	646	856	1,229	1,577
	Hispanic (of any race)	860	966	1,509	1,941	2,369	2,907
	Black or African-American	1,283	1,328	2,111	2,637	3,394	3,965
	White	1,468	1,085	2,455	2,942	3,923	4,027
	American Indian/Alaska Native	10	11	28	26	38	37
	Asian	705	632	854	982	1,559	1,614
	Hawaiian/Pacific Islander	20	13	22	26	42	39
	Two or More Races	92	86	124	165	216	251
	Unknown	8	7	8	8	16	15
	<i>Total</i>	<i>5,029</i>	<i>4,849</i>	<i>7,757</i>	<i>9,583</i>	<i>12,786</i>	<i>14,432</i>
	<i>Adult (Age 25 or Older)</i>	<i>975</i>	<i>1,047</i>	<i>2,953</i>	<i>4,920</i>	<i>3,928</i>	<i>5,967</i>
Prince George's Community College	Non-resident Alien	44	54	76	157	120	211
	Hispanic (of any race)	140	190	242	451	382	641
	Black or African-American	1,222	1,733	2,492	4,794	3,714	6,527
	White	100	87	205	318	305	405
	American Indian/Alaska Native	6	6	5	13	11	19
	Asian	68	67	130	146	198	213
	Hawaiian/Pacific Islander	-	3	4	8	4	11
	Two or More Races	44	91	74	122	118	213
	Unknown	92	102	184	259	276	361
	<i>Total</i>	<i>1,716</i>	<i>2,333</i>	<i>3,412</i>	<i>6,268</i>	<i>5,128</i>	<i>8,601</i>
	<i>Adult (Age 25 or Older)</i>	<i>471</i>	<i>797</i>	<i>1,507</i>	<i>3,837</i>	<i>1,978</i>	<i>4,634</i>

Community College Enrollment, Fall 2012

		Undergraduate Enrollment					
		Full-time		Part-time		Total	
		M	F	M	F	M	F
Wor-Wic Community College	Non-resident Alien	-	2	4	7	4	9
	Hispanic (of any race)	21	21	21	55	42	76
	Black or African-American	86	169	162	443	248	612
	White	347	469	595	1,110	942	1,579
	American Indian/Alaska Native	8	8	7	12	15	20
	Asian	13	15	21	19	34	34
	Hawaiian/Pacific Islander	-	1	-	3	-	4
	Two or More Races	7	7	14	24	21	31
	Unknown	7	3	12	16	19	19
	<i>Total</i>	<i>489</i>	<i>695</i>	<i>836</i>	<i>1,689</i>	<i>1,325</i>	<i>2,384</i>
	Adult (Age 25 or Older)	123	189	357	886	480	1,075
Total	Non-resident Alien	1,169	1,328	1,124	1,706	2,293	3,034
	Hispanic (of any race)	1,827	2,131	2,821	4,170	4,648	6,301
	Black or African-American	6,202	8,236	10,042	19,246	16,244	27,482
	White	11,405	12,253	16,654	28,722	28,059	40,975
	American Indian/Alaska Native	79	91	134	205	213	296
	Asian	1,553	1,409	2,006	2,475	3,559	3,884
	Hawaiian/Pacific Islander	62	73	93	117	155	190
	Two or More Races	643	868	734	1,201	1,377	2,069
	Unknown	388	385	882	1,356	1,270	1,741
	<i>Total</i>	<i>23,328</i>	<i>26,774</i>	<i>34,490</i>	<i>59,198</i>	<i>57,818</i>	<i>85,972</i>
	Adult (Age 25 or Older)	4,608	6,478	14,013	32,217	18,621	38,695

**Second-Year Retention, Community College
Entering Cohort of 2011**

Second-Year Retention, Community College Entering Cohort of 2011

		Male					Female				
		Initial Cohort	Retained at Original Institution		Transferred to Four-Year		Initial Cohort	Retained at Original Institution		Transferred to Four-Year	
Allegany College of Maryland	Hispanic (of any race)	1	1	100.0%	0	0.0%	3	1	33.3%	0	0.0%
	Black or African-American	89	26	29.2%	4	4.5%	64	23	35.9%	1	1.6%
	White	129	78	60.5%	0	0.0%	221	130	58.8%	1	0.5%
	American Indian/Alaska Native	0	0	-	0	-	0	0	-	0	-
	Asian	1	1	100.0%	0	0.0%	1	0	0.0%	0	0.0%
	Hawaiian/Pacific Islander	0	0	-	0	-	0	0	-	0	-
	Two or More Races	2	0	0.0%	0	0.0%	0	0	-	0	-
	Unknown	16	10	62.5%	0	0.0%	28	19	67.9%	0	0.0%
	Non-resident Alien	2	0	0.0%	0	0.0%	1	0	0.0%	0	0.0%
	Total	240	116	48.3%	4	1.7%	318	173	54.4%	2	0.6%
Anne Arundel Community College	Hispanic (of any race)	49	27	55.1%	0	0.0%	53	32	60.4%	2	3.8%
	Black or African-American	142	68	47.9%	3	2.1%	189	92	48.7%	12	6.3%
	White	590	361	61.2%	24	4.1%	564	377	66.8%	35	6.2%
	American Indian/Alaska Native	7	6	85.7%	0	0.0%	7	4	57.1%	0	0.0%
	Asian	50	36	72.0%	2	4.0%	33	22	66.7%	5	15.2%
	Hawaiian/Pacific Islander	8	5	62.5%	0	0.0%	2	1	50.0%	0	0.0%
	Two or More Races	7	5	71.4%	0	0.0%	9	6	66.7%	0	0.0%
	Unknown	47	29	61.7%	2	4.3%	46	27	58.7%	2	4.3%
	Non-resident Alien	10	5	50.0%	0	0.0%	10	3	30.0%	0	0.0%
	Total	910	542	59.6%	31	3.4%	913	564	61.8%	56	6.1%
Carroll Community College	Hispanic (of any race)	6	2	33.3%	0	0.0%	6	5	83.3%	0	0.0%
	Black or African-American	8	7	87.5%	0	0.0%	9	6	66.7%	0	0.0%
	White	233	145	62.2%	8	3.4%	270	210	77.8%	8	3.0%
	American Indian/Alaska Native	1	0	0.0%	0	0.0%	3	2	66.7%	0	0.0%
	Asian	5	2	40.0%	1	20.0%	5	3	60.0%	0	0.0%
	Hawaiian/Pacific Islander	0	0	-	0	-	2	2	100.0%	0	0.0%
	Two or More Races	0	0	-	0	-	0	0	-	0	-
	Unknown	2	2	100.0%	0	0.0%	0	0	-	0	-
	Non-resident Alien	0	0	-	0	-	3	3	100.0%	0	0.0%
	Total	255	158	62.0%	9	3.5%	298	231	77.5%	8	2.7%

Second-Year Retention, Community College Entering Cohort of 2011

		Male					Female				
		Initial Cohort	Retained at Original Institution		Transferred to Four-Year		Initial Cohort	Retained at Original Institution		Transferred to Four-Year	
Cecil College	Hispanic (of any race)	6	3	50.0%	0	0.0%	6	5	83.3%	0	0.0%
	Black or African-American	37	16	43.2%	1	2.7%	19	9	47.4%	0	0.0%
	White	111	63	56.8%	4	3.6%	142	85	59.9%	2	1.4%
	American Indian/Alaska Native	2	2	100.0%	0	0.0%	0	0	-	0	-
	Asian	0	0	-	0	-	1	0	0.0%	0	0.0%
	Hawaiian/Pacific Islander	1	1	100.0%	0	0.0%	0	0	-	0	-
	Two or More Races	0	0	-	0	-	1	0	0.0%	0	0.0%
	Unknown	0	0	-	0	-	0	0	-	0	-
	Non-resident Alien	0	0	-	0	-	0	0	-	0	-
	Total	157	85	54.1%	5	3.2%	169	99	58.6%	2	1.2%
College of Southern Maryland	Hispanic (of any race)	33	18	54.5%	2	6.1%	44	29	65.9%	1	2.3%
	Black or African-American	192	80	41.7%	6	3.1%	200	107	53.5%	5	2.5%
	White	331	199	60.1%	9	2.7%	307	202	65.8%	11	3.6%
	American Indian/Alaska Native	7	3	42.9%	0	0.0%	7	4	57.1%	0	0.0%
	Asian	22	16	72.7%	1	4.5%	24	13	54.2%	3	12.5%
	Hawaiian/Pacific Islander	4	4	100.0%	0	0.0%	3	2	66.7%	0	0.0%
	Two or More Races	11	8	72.7%	0	0.0%	12	7	58.3%	0	0.0%
	Unknown	5	2	40.0%	0	0.0%	3	2	66.7%	0	0.0%
	Non-resident Alien	0	0	-	0	-	2	2	100.0%	0	0.0%
	Total	605	330	54.5%	18	3.0%	602	368	61.1%	20	3.3%
Chesapeake College	Hispanic (of any race)	5	5	100.0%	0	0.0%	9	6	66.7%	0	0.0%
	Black or African-American	31	14	45.2%	0	0.0%	27	8	29.6%	2	7.4%
	White	127	67	52.8%	3	2.4%	166	108	65.1%	8	4.8%
	American Indian/Alaska Native	0	0	-	0	-	0	0	-	0	-
	Asian	4	0	0.0%	1	25.0%	4	3	75.0%	0	0.0%
	Hawaiian/Pacific Islander	2	1	50.0%	0	0.0%	0	0	-	0	-
	Two or More Races	1	0	0.0%	0	0.0%	0	0	-	0	-
	Unknown	0	0	-	0	-	3	1	33.3%	0	0.0%
	Non-resident Alien	0	0	-	0	-	0	0	-	0	-
	Total	170	87	51.2%	4	2.4%	209	126	60.3%	10	4.8%

Second-Year Retention, Community College Entering Cohort of 2011

		Male					Female				
		Initial Cohort	Retained at Original Institution		Transferred to Four-Year		Initial Cohort	Retained at Original Institution		Transferred to Four-Year	
Community College of Baltimore County	Hispanic (of any race)	52	30	57.7%	2	3.8%	71	34	47.9%	7	9.9%
	Black or African-American	506	180	35.6%	23	4.5%	628	268	42.7%	34	5.4%
	White	586	304	51.9%	59	10.1%	612	362	59.2%	86	14.1%
	American Indian/Alaska Native	10	7	70.0%	0	0.0%	8	4	50.0%	0	0.0%
	Asian	87	53	60.9%	10	11.5%	52	34	65.4%	6	11.5%
	Hawaiian/Pacific Islander	4	1	25.0%	0	0.0%	4	0	0.0%	0	0.0%
	Two or More Races	15	8	53.3%	0	0.0%	19	9	47.4%	4	21.1%
	Unknown	6	3	50.0%	1	16.7%	7	2	28.6%	0	0.0%
	Non-resident Alien	36	16	44.4%	1	2.8%	25	15	60.0%	1	4.0%
	Total	1,302	602	46.2%	96	7.4%	1426	728	51.1%	138	9.7%
Baltimore City Community College	Hispanic (of any race)	5	1	20.0%	0	0.0%	13	6	46.2%	0	0.0%
	Black or African-American	248	88	35.5%	7	2.8%	527	180	34.2%	6	1.1%
	White	13	5	38.5%	1	7.7%	20	6	30.0%	1	5.0%
	American Indian/Alaska Native	0	0	-	0	-	1	1	100.0%	0	0.0%
	Asian	1	0	0.0%	0	0.0%	6	4	66.7%	0	0.0%
	Hawaiian/Pacific Islander	0	0	-	0	-	0	0	-	0	-
	Two or More Races	0	0	-	0	-	6	1	16.7%	0	0.0%
	Unknown	2	1	50.0%	0	0.0%	4	1	25.0%	0	0.0%
	Non-resident Alien	22	14	63.6%	0	0.0%	29	24	82.8%	0	0.0%
	Total	291	109	37.5%	8	2.7%	606	223	36.8%	7	1.2%
Frederick Community College	Hispanic (of any race)	28	20	71.4%	0	0.0%	34	22	64.7%	1	2.9%
	Black or African-American	57	30	52.6%	1	1.8%	70	44	62.9%	2	2.9%
	White	334	193	57.8%	22	6.6%	338	219	64.8%	16	4.7%
	American Indian/Alaska Native	6	2	33.3%	0	0.0%	6	2	33.3%	0	0.0%
	Asian	19	15	78.9%	2	10.5%	18	14	77.8%	1	5.6%
	Hawaiian/Pacific Islander	2	2	100.0%	0	0.0%	2	1	50.0%	1	50.0%
	Two or More Races	3	1	33.3%	0	0.0%	1	1	100.0%	0	0.0%
	Unknown	6	3	50.0%	1	16.7%	7	2	28.6%	0	0.0%
	Non-resident Alien	0	0	-	0	-	3	2	66.7%	0	0.0%
	Total	455	266	58.5%	26	5.7%	479	307	64.1%	21	4.4%

Second-Year Retention, Community College Entering Cohort of 2011

		Male					Female				
		Initial Cohort	Retained at Original Institution		Transferred to Four-Year		Initial Cohort	Retained at Original Institution		Transferred to Four-Year	
Garrett College	Hispanic (of any race)	5	1	20.0%	0	0.0%	3	1	33.3%	0	0.0%
	Black or African-American	39	17	43.6%	1	2.6%	51	22	43.1%	0	0.0%
	White	101	58	57.4%	0	0.0%	125	83	66.4%	1	0.8%
	American Indian/Alaska Native	0	0	-	0	-	0	0	-	0	-
	Asian	0	0	-	0	-	0	0	-	0	-
	Hawaiian/Pacific Islander	0	0	-	0	-	0	0	-	0	-
	Two or More Races	3	3	100.0%	0	0.0%	1	1	100.0%	0	0.0%
	Unknown	0	0	-	0	-	0	0	-	0	-
	Non-resident Alien	3	2	66.7%	0	0.0%	2	2	100.0%	0	0.0%
	Total	151	81	53.6%	1	0.7%	182	109	59.9%	1	0.5%
Hagerstown Community College	Hispanic (of any race)	16	6	37.5%	0	0.0%	9	5	55.6%	0	0.0%
	Black or African-American	41	16	39.0%	0	0.0%	19	14	73.7%	0	0.0%
	White	193	111	57.5%	9	4.7%	172	111	64.5%	6	3.5%
	American Indian/Alaska Native	5	3	60.0%	0	0.0%	5	3	60.0%	0	0.0%
	Asian	4	1	25.0%	0	0.0%	3	3	100.0%	0	0.0%
	Hawaiian/Pacific Islander	0	0	-	0	-	0	0	-	0	-
	Two or More Races	0	0	-	0	-	3	1	33.3%	1	33.3%
	Unknown	4	2	50.0%	0	0.0%	3	2	66.7%	0	0.0%
	Non-resident Alien	3	1	33.3%	0	0.0%	4	2	50.0%	0	0.0%
	Total	266	140	52.6%	9	3.4%	218	141	64.7%	7	3.2%
Harford Community College	Hispanic (of any race)	23	12	52.2%	0	0.0%	27	13	48.1%	0	0.0%
	Black or African-American	72	34	47.2%	0	0.0%	86	46	53.5%	0	0.0%
	White	432	277	64.1%	20	4.6%	452	300	66.4%	25	5.5%
	American Indian/Alaska Native	4	4	100.0%	0	0.0%	3	3	100.0%	0	0.0%
	Asian	16	14	87.5%	1	6.3%	16	13	81.3%	3	18.8%
	Hawaiian/Pacific Islander	6	3	50.0%	0	0.0%	2	2	100.0%	0	0.0%
	Two or More Races	3	1	33.3%	0	0.0%	8	4	50.0%	0	0.0%
	Unknown	3	1	33.3%	0	0.0%	1	1	100.0%	0	0.0%
	Non-resident Alien	4	3	75.0%	0	0.0%	0	0	-	0	-
	Total	563	349	62.0%	21	3.7%	595	382	64.2%	28	4.7%

Second-Year Retention, Community College Entering Cohort of 2011

		Male					Female				
		Initial Cohort	Retained at Original Institution		Transferred to Four-Year		Initial Cohort	Retained at Original Institution		Transferred to Four-Year	
Howard Community College	Hispanic (of any race)	42	23	54.8%	0	0.0%	44	31	70.5%	1	2.3%
	Black or African-American	143	83	58.0%	2	1.4%	140	80	57.1%	4	2.9%
	White	277	195	70.4%	17	6.1%	202	140	69.3%	11	5.4%
	American Indian/Alaska Native	3	2	66.7%	1	33.3%	0	0	-	0	-
	Asian	82	57	69.5%	4	4.9%	37	28	75.7%	4	10.8%
	Hawaiian/Pacific Islander	0	0	-	0	-	4	2	50.0%	0	0.0%
	Two or More Races	11	5	45.5%	1	9.1%	6	2	33.3%	0	0.0%
	Unknown	7	7	100.0%	0	0.0%	5	4	80.0%	0	0.0%
	Non-resident Alien	25	17	68.0%	0	0.0%	32	27	84.4%	0	0.0%
	Total	590	389	65.9%	25	4.2%	470	314	66.8%	20	4.3%
Montgomery College	Hispanic (of any race)	250	166	66.4%	6	2.4%	271	195	72.0%	2	0.7%
	Black or African-American	416	292	70.2%	10	2.4%	368	262	71.2%	8	2.2%
	White	367	250	68.1%	15	4.1%	247	163	66.0%	14	5.7%
	American Indian/Alaska Native	6	3	50.0%	1	16.7%	5	2	40.0%	0	0.0%
	Asian	185	141	76.2%	8	4.3%	138	109	79.0%	8	5.8%
	Hawaiian/Pacific Islander	5	5	100.0%	0	0.0%	8	4	50.0%	1	12.5%
	Two or More Races	10	5	50.0%	0	0.0%	7	5	71.4%	0	0.0%
	Unknown	1	1	100.0%	0	0.0%	2	1	50.0%	0	0.0%
	Non-resident Alien	123	78	63.4%	1	0.8%	142	98	69.0%	1	0.7%
	Total	1,363	941	69.0%	41	3.0%	1,188	839	70.6%	34	2.9%
Prince George's Community College	Hispanic (of any race)	29	17	58.6%	0	0.0%	43	29	67.4%	0	0.0%
	Black or African-American	408	214	52.5%	10	2.5%	539	275	51.0%	22	4.1%
	White	26	12	46.2%	0	0.0%	15	8	53.3%	0	0.0%
	American Indian/Alaska Native	1	0	0.0%	0	0.0%	3	2	66.7%	1	33.3%
	Asian	28	22	78.6%	1	3.6%	25	18	72.0%	0	0.0%
	Hawaiian/Pacific Islander	1	0	0.0%	0	0.0%	1	0	0.0%	1	100.0%
	Two or More Races	7	3	42.9%	0	0.0%	10	8	80.0%	0	0.0%
	Unknown	46	20	43.5%	0	0.0%	53	26	49.1%	2	3.8%
	Non-resident Alien	15	1	6.7%	0	0.0%	15	0	0.0%	0	0.0%
	Total	561	289	51.5%	11	2.0%	704	366	52.0%	26	3.7%

Second-Year Retention, Community College Entering Cohort of 2011

		Male					Female				
		Initial Cohort	Retained at Original Institution		Transferred to Four-Year		Initial Cohort	Retained at Original Institution		Transferred to Four-Year	
Wor-Wic Community College	Hispanic (of any race)	5	3	60.0%	0	0.0%	12	7	58.3%	2	16.7%
	Black or African-American	37	13	35.1%	3	8.1%	61	24	39.3%	4	6.6%
	White	142	54	38.0%	30	21.1%	201	108	53.7%	29	14.4%
	American Indian/Alaska Native	2	2	100.0%	0	0.0%	1	0	0.0%	0	0.0%
	Asian	8	4	50.0%	3	37.5%	10	5	50.0%	2	20.0%
	Hawaiian/Pacific Islander	0	0	-	0	-	1	0	0.0%	0	0.0%
	Two or More Races	3	2	66.7%	0	0.0%	4	2	50.0%	0	0.0%
	Unknown	0	0	-	0	-	1	1	100.0%	0	0.0%
	Non-resident Alien	0	0	-	0	-	2	2	100.0%	0	0.0%
	Total	197	78	39.6%	36	18.3%	293	149	50.9%	37	12.6%
All Community Colleges	Hispanic (of any race)	555	335	60.4%	10	1.8%	648	421	65.0%	16	2.5%
	Black or African-American	2,466	1,178	47.8%	71	2.9%	2,997	1,460	48.7%	100	3.3%
	White	3,992	2,372	59.4%	221	5.5%	4,054	2,612	64.4%	254	6.3%
	American Indian/Alaska Native	54	34	63.0%	2	3.7%	49	27	55.1%	1	2.0%
	Asian	512	362	70.7%	34	6.6%	373	269	72.1%	32	8.6%
	Hawaiian/Pacific Islander	33	22	66.7%	0	0.0%	29	14	48.3%	3	10.3%
	Two or More Races	76	41	53.9%	1	1.3%	87	47	54.0%	5	5.7%
	Unknown	145	81	55.9%	4	2.8%	163	89	54.6%	4	2.5%
	Non-resident Alien	243	137	56.4%	2	0.8%	270	180	66.7%	2	0.7%
	Total	8,076	4,562	56.5%	345	4.3%	8,670	5,119	59.0%	417	4.8%

Note: Initial cohort includes all entering first-time, full-time students.

**Three Year Outcomes, Community College
Entering Cohort of 2009 (150% Time)**

Three Year Outcomes, Community College Entering Cohort of 2009 (150% Time)

		Male						Female							
		Initial Cohort	Still Enrolled		Graduated/ Did not Transfer		Transferred to Four-Year		Initial Cohort	Still Enrolled		Graduated/ Did not Transfer		Transferred to Four-Year	
Allegany College of Maryland	Hispanic	5	0	0.0%	0	0.0%	0	0.0%	3	1	33.3%	0	0.0%	0	0.0%
	African-American	63	14	22.2%	3	4.8%	8	12.7%	78	12	15.4%	4	5.1%	6	7.7%
	White	250	28	11.2%	40	16.0%	22	8.8%	380	52	13.7%	92	24.2%	25	6.6%
	American Indian	1	0	0.0%	0	0.0%	1	100.0%	4	0	0.0%	2	50.0%	0	0.0%
	Asian	1	0	0.0%	0	0.0%	0	0.0%	1	0	0.0%	1	100.0%	0	0.0%
	Other	4	0	0.0%	1	25.0%	0	0.0%	7	1	14.3%	1	14.3%	1	14.3%
	Unknown	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	Foreign	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	<i>All Students</i>	<i>324</i>	<i>42</i>	<i>13.0%</i>	<i>44</i>	<i>13.6%</i>	<i>31</i>	<i>9.6%</i>	<i>473</i>	<i>66</i>	<i>14.0%</i>	<i>100</i>	<i>21.1%</i>	<i>32</i>	<i>6.8%</i>
Anne Arundel Community College	Hispanic	27	2	7.4%	0	0.0%	5	18.5%	30	8	26.7%	0	0.0%	7	23.3%
	African-American	142	28	19.7%	6	4.2%	13	9.2%	137	32	23.4%	7	5.1%	27	19.7%
	White	564	90	16.0%	33	5.9%	155	27.5%	674	147	21.8%	37	5.5%	170	25.2%
	American Indian	5	1	20.0%	0	0.0%	2	40.0%	2	1	50.0%	0	0.0%	0	0.0%
	Asian	44	9	20.5%	1	2.3%	12	27.3%	24	5	20.8%	1	4.2%	12	50.0%
	Other	23	4	17.4%	1	4.3%	6	26.1%	24	7	29.2%	2	8.3%	5	20.8%
	Unknown	212	42	19.8%	12	5.7%	35	16.5%	189	27	14.3%	16	8.5%	29	15.3%
	Foreign	7	0	0.0%	0	0.0%	0	0.0%	7	3	42.9%	0	0.0%	0	0.0%
	<i>All Students</i>	<i>1,024</i>	<i>176</i>	<i>17.2%</i>	<i>53</i>	<i>5.2%</i>	<i>228</i>	<i>22.3%</i>	<i>1,087</i>	<i>230</i>	<i>21.2%</i>	<i>63</i>	<i>5.8%</i>	<i>250</i>	<i>23.0%</i>
Carroll Community College	Hispanic	7	2	28.6%	0	0.0%	1	14.3%	7	2	28.6%	0	0.0%	3	42.9%
	African-American	9	0	0.0%	0	0.0%	1	11.1%	6	2	33.3%	0	0.0%	2	33.3%
	White	325	40	12.3%	29	8.9%	98	30.2%	377	76	20.2%	49	13.0%	109	28.9%
	American Indian	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	Asian	4	3	75.0%	0	0.0%	0	0.0%	3	0	0.0%	1	33.3%	0	0.0%
	Other	3	0	0.0%	1	33.3%	0	0.0%	1	0	0.0%	0	0.0%	0	0.0%
	Unknown	1	0	0.0%	0	0.0%	1	100.0%	2	0	0.0%	1	50.0%	1	50.0%
	Foreign	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	<i>All Students</i>	<i>349</i>	<i>45</i>	<i>12.9%</i>	<i>30</i>	<i>8.6%</i>	<i>101</i>	<i>28.9%</i>	<i>396</i>	<i>80</i>	<i>20.2%</i>	<i>51</i>	<i>12.9%</i>	<i>115</i>	<i>29.0%</i>

Three Year Outcomes, Community College Entering Cohort of 2009 (150% Time)

		Male						Female							
		Initial Cohort	Still Enrolled		Graduated/ Did not Transfer		Transferred to Four-Year		Initial Cohort	Still Enrolled		Graduated/ Did not Transfer		Transferred to Four-Year	
Cecil College	Hispanic	3	3	100.0%	0	0.0%	0	0.0%	3	0	0.0%	1	33.3%	0	0.0%
	African-American	12	1	8.3%	1	8.3%	0	0.0%	7	2	28.6%	0	0.0%	0	0.0%
	White	100	13	13.0%	9	9.0%	12	12.0%	74	18	24.3%	10	13.5%	5	6.8%
	American Indian	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	Asian	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	Other	0	0	-	0	-	0	-	1	1	100.0%	0	0.0%	0	0.0%
	Unknown	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	Foreign	0	0	-	0	-	0	-	1	0	0.0%	0	0.0%	0	0.0%
	<i>All Students</i>	<i>115</i>	<i>17</i>	<i>14.8%</i>	<i>10</i>	<i>8.7%</i>	<i>12</i>	<i>10.4%</i>	<i>86</i>	<i>21</i>	<i>24.4%</i>	<i>11</i>	<i>12.8%</i>	<i>5</i>	<i>5.8%</i>
College of Southern Maryland	Hispanic	19	2	10.5%	0	0.0%	2	10.5%	18	1	5.6%	1	5.6%	5	27.8%
	African-American	175	31	17.7%	2	1.1%	28	16.0%	165	33	20.0%	4	2.4%	29	17.6%
	White	365	66	18.1%	14	3.8%	80	21.9%	424	100	23.6%	27	6.4%	111	26.2%
	American Indian	2	0	0.0%	0	0.0%	2	100.0%	2	0	0.0%	0	0.0%	1	50.0%
	Asian	27	5	18.5%	1	3.7%	6	22.2%	21	7	33.3%	0	0.0%	5	23.8%
	Other	19	3	15.8%	0	0.0%	2	10.5%	24	8	33.3%	0	0.0%	4	16.7%
	Unknown	13	2	15.4%	1	7.7%	0	0.0%	25	5	20.0%	4	16.0%	4	16.0%
	Foreign	1	1	100.0%	0	0.0%	0	0.0%	0	0	-	0	-	0	-
	<i>All Students</i>	<i>621</i>	<i>110</i>	<i>17.7%</i>	<i>18</i>	<i>2.9%</i>	<i>120</i>	<i>19.3%</i>	<i>679</i>	<i>154</i>	<i>22.7%</i>	<i>36</i>	<i>5.3%</i>	<i>159</i>	<i>23.4%</i>
Chesapeake College	Hispanic	6	1	16.7%	0	0.0%	0	0.0%	6	0	0.0%	0	0.0%	3	50.0%
	African-American	39	5	12.8%	2	5.1%	5	12.8%	46	10	21.7%	0	0.0%	5	10.9%
	White	164	16	9.8%	13	7.9%	43	26.2%	200	57	28.5%	16	8.0%	35	17.5%
	American Indian	1	0	0.0%	0	0.0%	0	0.0%	1	0	0.0%	0	0.0%	1	100.0%
	Asian	2	0	0.0%	0	0.0%	0	0.0%	2	1	50.0%	1	50.0%	0	0.0%
	Other	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	Unknown	1	0	0.0%	0	0.0%	0	0.0%	4	0	0.0%	0	0.0%	2	50.0%
	Foreign	0	0	-	0	-	0	-	1	0	0.0%	0	0.0%	0	0.0%
	<i>All Students</i>	<i>213</i>	<i>22</i>	<i>10.3%</i>	<i>15</i>	<i>7.0%</i>	<i>48</i>	<i>22.5%</i>	<i>260</i>	<i>68</i>	<i>26.2%</i>	<i>17</i>	<i>6.5%</i>	<i>46</i>	<i>17.7%</i>

Three Year Outcomes, Community College Entering Cohort of 2009 (150% Time)

		Male				Female			
		Initial Cohort	Still Enrolled	Graduated/ Did not Transfer	Transferred to Four-Year	Initial Cohort	Still Enrolled	Graduated/ Did not Transfer	Transferred to Four-Year
Community College of Baltimore County	Hispanic	39	4 10.3%	2 5.1%	8 20.5%	35	11 31.4%	1 2.9%	3 8.6%
	African-American	523	92 17.6%	12 2.3%	74 14.1%	603	147 24.4%	11 1.8%	79 13.1%
	White	699	135 19.3%	44 6.3%	161 23.0%	752	217 28.9%	36 4.8%	169 22.5%
	American Indian	6	1 16.7%	0 0.0%	1 16.7%	14	3 21.4%	0 0.0%	1 7.1%
	Asian	63	11 17.5%	2 3.2%	22 34.9%	48	22 45.8%	1 2.1%	10 20.8%
	Other	48	10 20.8%	3 6.3%	7 14.6%	58	13 22.4%	2 3.4%	13 22.4%
	Unknown	10	1 10.0%	0 0.0%	5 50.0%	15	1 6.7%	1 6.7%	8 53.3%
	Foreign	16	4 25.0%	1 6.3%	1 6.3%	9	3 33.3%	0 0.0%	0 0.0%
	<i>All Students</i>	<i>1,404</i>	<i>258 18.4%</i>	<i>64 4.6%</i>	<i>279 19.9%</i>	<i>1,534</i>	<i>417 27.2%</i>	<i>52 3.4%</i>	<i>283 18.4%</i>
Baltimore City Community College	Hispanic	2	0 0.0%	0 0.0%	0 0.0%	3	2 66.7%	0 0.0%	0 0.0%
	African-American	223	35 15.7%	3 1.3%	27 12.1%	469	72 15.4%	4 0.9%	50 10.7%
	White	17	3 17.6%	2 11.8%	2 11.8%	7	3 42.9%	0 0.0%	1 14.3%
	American Indian	1	0 0.0%	0 0.0%	0 0.0%	1	0 0.0%	0 0.0%	0 0.0%
	Asian	3	2 66.7%	0 0.0%	0 0.0%	3	0 0.0%	0 0.0%	1 33.3%
	Other	3	1 33.3%	1 33.3%	0 0.0%	12	1 8.3%	0 0.0%	1 8.3%
	Unknown	1	1 100.0%	0 0.0%	0 0.0%	1	0 0.0%	1 100.0%	0 0.0%
	Foreign	5	2 40.0%	1 20.0%	0 0.0%	5	2 40.0%	0 0.0%	0 0.0%
	<i>All Students</i>	<i>255</i>	<i>44 17.3%</i>	<i>7 2.7%</i>	<i>29 11.4%</i>	<i>501</i>	<i>80 16.0%</i>	<i>5 1.0%</i>	<i>53 10.6%</i>
Frederick Community College	Hispanic	34	7 20.6%	6 17.6%	6 17.6%	30	7 23.3%	0 0.0%	6 20.0%
	African-American	57	13 22.8%	6 10.5%	6 10.5%	41	7 17.1%	4 9.8%	5 12.2%
	White	374	52 13.9%	50 13.4%	106 28.3%	387	67 17.3%	52 13.4%	121 31.3%
	American Indian	5	2 40.0%	0 0.0%	0 0.0%	4	2 50.0%	0 0.0%	0 0.0%
	Asian	17	5 29.4%	0 0.0%	4 23.5%	13	5 38.5%	2 15.4%	4 30.8%
	Other	0	0 -	0 -	0 -	0	0 -	0 -	0 -
	Unknown	9	1 11.1%	2 22.2%	2 22.2%	10	2 20.0%	3 30.0%	2 20.0%
	Foreign	0	0 -	0 -	0 -	2	1 50.0%	1 50.0%	0 0.0%
	<i>All Students</i>	<i>496</i>	<i>80 16.1%</i>	<i>64 12.9%</i>	<i>124 25.0%</i>	<i>487</i>	<i>91 18.7%</i>	<i>62 12.7%</i>	<i>138 28.3%</i>

Three Year Outcomes, Community College Entering Cohort of 2009 (150% Time)

		Male						Female							
		Initial Cohort	Still Enrolled		Graduated/ Did not Transfer		Transferred to Four-Year		Initial Cohort	Still Enrolled		Graduated/ Did not Transfer		Transferred to Four-Year	
Garrett College	Hispanic	3	0	0.0%	0	0.0%	0	0.0%	0	0	-	0	-	0	-
	African-American	41	2	4.9%	0	0.0%	2	4.9%	27	3	11.1%	0	0.0%	0	0.0%
	White	105	7	6.7%	18	17.1%	13	12.4%	134	12	9.0%	23	17.2%	24	17.9%
	American Indian	1	0	0.0%	0	0.0%	0	0.0%	0	0	-	0	-	0	-
	Asian	2	1	50.0%	0	0.0%	0	0.0%	0	0	-	0	-	0	-
	Other	1	0	0.0%	0	0.0%	0	0.0%	2	0	0.0%	0	0.0%	1	50.0%
	Unknown	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	Foreign	2	0	0.0%	0	0.0%	0	0.0%	3	0	0.0%	2	66.7%	0	0.0%
	<i>All Students</i>	<i>155</i>	<i>10</i>	<i>6.5%</i>	<i>18</i>	<i>11.6%</i>	<i>15</i>	<i>9.7%</i>	<i>166</i>	<i>15</i>	<i>9.0%</i>	<i>25</i>	<i>15.1%</i>	<i>25</i>	<i>15.1%</i>
Hagerstown Community College	Hispanic	13	1	7.7%	2	15.4%	3	23.1%	10	1	10.0%	1	10.0%	2	20.0%
	African-American	24	0	0.0%	3	12.5%	2	8.3%	17	1	5.9%	2	11.8%	3	17.6%
	White	220	27	12.3%	44	20.0%	28	12.7%	207	36	17.4%	41	19.8%	29	14.0%
	American Indian	1	0	0.0%	0	0.0%	0	0.0%	1	0	0.0%	0	0.0%	0	0.0%
	Asian	8	0	0.0%	3	37.5%	2	25.0%	2	0	0.0%	1	50.0%	0	0.0%
	Other	5	1	20.0%	0	0.0%	0	0.0%	5	0	0.0%	2	40.0%	1	20.0%
	Unknown	8	1	12.5%	2	25.0%	1	12.5%	4	1	25.0%	0	0.0%	1	25.0%
	Foreign	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	<i>All Students</i>	<i>279</i>	<i>30</i>	<i>10.8%</i>	<i>54</i>	<i>19.4%</i>	<i>36</i>	<i>12.9%</i>	<i>246</i>	<i>39</i>	<i>15.9%</i>	<i>47</i>	<i>19.1%</i>	<i>36</i>	<i>14.6%</i>
Harford Community College	Hispanic	14	3	21.4%	0	0.0%	4	28.6%	14	3	21.4%	1	7.1%	3	21.4%
	African-American	79	14	17.7%	1	1.3%	12	15.2%	77	15	19.5%	3	3.9%	11	14.3%
	White	384	69	18.0%	21	5.5%	110	28.6%	404	101	25.0%	30	7.4%	111	27.5%
	American Indian	1	0	0.0%	0	0.0%	0	0.0%	2	0	0.0%	0	0.0%	0	0.0%
	Asian	14	1	7.1%	2	14.3%	8	57.1%	8	1	12.5%	1	12.5%	2	25.0%
	Other	15	0	0.0%	1	6.7%	0	0.0%	23	3	13.0%	1	4.3%	3	13.0%
	Unknown	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	Foreign	0	0	-	0	-	0	-	3	0	0.0%	1	33.3%	0	0.0%
	<i>All Students</i>	<i>507</i>	<i>87</i>	<i>17.2%</i>	<i>25</i>	<i>4.9%</i>	<i>134</i>	<i>26.4%</i>	<i>531</i>	<i>123</i>	<i>23.2%</i>	<i>37</i>	<i>7.0%</i>	<i>130</i>	<i>24.5%</i>

Three Year Outcomes, Community College Entering Cohort of 2009 (150% Time)

		Male				Female			
		Initial Cohort	Still Enrolled	Graduated/ Did not Transfer	Transferred to Four-Year	Initial Cohort	Still Enrolled	Graduated/ Did not Transfer	Transferred to Four-Year
Howard Community College	Hispanic	22	6 27.3%	3 13.6%	3 13.6%	29	9 31.0%	0 0.0%	8 27.6%
	African-American	120	23 19.2%	5 4.2%	17 14.2%	156	37 23.7%	1 0.6%	33 21.2%
	White	300	61 20.3%	12 4.0%	93 31.0%	294	69 23.5%	26 8.8%	98 33.3%
	American Indian	5	1 20.0%	0 0.0%	0 0.0%	3	0 0.0%	0 0.0%	1 33.3%
	Asian	74	15 20.3%	4 5.4%	28 37.8%	61	12 19.7%	3 4.9%	28 45.9%
	Other	2	0 0.0%	0 0.0%	1 50.0%	8	1 12.5%	0 0.0%	2 25.0%
	Unknown	29	8 27.6%	0 0.0%	7 24.1%	37	7 18.9%	2 5.4%	14 37.8%
	Foreign	22	7 31.8%	3 13.6%	2 9.1%	42	9 21.4%	11 26.2%	4 9.5%
	<i>All Students</i>	<i>574</i>	<i>121 21.1%</i>	<i>27 4.7%</i>	<i>151 26.3%</i>	<i>630</i>	<i>144 22.9%</i>	<i>43 6.8%</i>	<i>188 29.8%</i>
Montgomery College	Hispanic	106	33 31.1%	2 1.9%	21 19.8%	154	55 35.7%	5 3.2%	26 16.9%
	African-American	444	128 28.8%	10 2.3%	77 17.3%	387	99 25.6%	23 5.9%	70 18.1%
	White	489	120 24.5%	26 5.3%	102 20.9%	369	93 25.2%	24 6.5%	95 25.7%
	American Indian	1	0 0.0%	0 0.0%	0 0.0%	2	0 0.0%	0 0.0%	0 0.0%
	Asian	212	71 33.5%	6 2.8%	68 32.1%	184	56 30.4%	5 2.7%	74 40.2%
	Other	193	55 28.5%	4 2.1%	38 19.7%	201	66 32.8%	12 6.0%	31 15.4%
	Unknown	4	3 75.0%	0 0.0%	0 0.0%	2	0 0.0%	0 0.0%	0 0.0%
	Foreign	109	25 22.9%	9 8.3%	9 8.3%	126	22 17.5%	13 10.3%	8 6.3%
	<i>All Students</i>	<i>1,558</i>	<i>435 27.9%</i>	<i>57 3.7%</i>	<i>315 20.2%</i>	<i>1,425</i>	<i>391 27.4%</i>	<i>82 5.8%</i>	<i>304 21.3%</i>
Prince George's Community College	Hispanic	38	14 36.8%	0 0.0%	5 13.2%	48	16 33.3%	0 0.0%	7 14.6%
	African-American	439	73 16.6%	9 2.1%	65 14.8%	513	98 19.1%	10 1.9%	73 14.2%
	White	32	5 15.6%	6 18.8%	3 9.4%	20	3 15.0%	3 15.0%	2 10.0%
	American Indian	2	0 0.0%	0 0.0%	0 0.0%	1	0 0.0%	0 0.0%	0 0.0%
	Asian	22	3 13.6%	1 4.5%	4 18.2%	23	4 17.4%	1 4.3%	11 47.8%
	Other	0	0 -	0 -	0 -	0	0 -	0 -	0 -
	Unknown	41	4 9.8%	1 2.4%	0 0.0%	31	6 19.4%	0 0.0%	5 16.1%
	Foreign	13	2 15.4%	0 0.0%	2 15.4%	17	3 17.6%	2 11.8%	2 11.8%
	<i>All Students</i>	<i>587</i>	<i>101 17.2%</i>	<i>17 2.9%</i>	<i>79 13.5%</i>	<i>653</i>	<i>130 19.9%</i>	<i>16 2.5%</i>	<i>100 15.3%</i>

Three Year Outcomes, Community College Entering Cohort of 2009 (150% Time)

		Male						Female							
		Initial Cohort	Still Enrolled		Graduated/ Did not Transfer		Transferred to Four-Year		Initial Cohort	Still Enrolled		Graduated/ Did not Transfer		Transferred to Four-Year	
Wor-Wic Community College	Hispanic	9	3	33.3%	0	0.0%	3	33.3%	4	1	25.0%	0	0.0%	1	25.0%
	African-American	30	4	13.3%	0	0.0%	6	20.0%	50	10	20.0%	0	0.0%	5	10.0%
	White	153	27	17.6%	17	11.1%	40	26.1%	195	46	23.6%	15	7.7%	43	22.1%
	American Indian	0	0	-	0	-	0	-	1	0	0.0%	0	0.0%	0	0.0%
	Asian	0	0	-	0	-	0	-	3	0	0.0%	0	0.0%	2	66.7%
	Other	5	0	0.0%	0	0.0%	2	40.0%	6	4	66.7%	0	0.0%	1	16.7%
	Unknown	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	Foreign	0	0	-	0	-	0	-	0	0	-	0	-	0	-
	<i>All Students</i>	<i>197</i>	<i>34</i>	<i>17.3%</i>	<i>17</i>	<i>8.6%</i>	<i>51</i>	<i>25.9%</i>	<i>259</i>	<i>61</i>	<i>23.6%</i>	<i>15</i>	<i>5.8%</i>	<i>52</i>	<i>20.1%</i>
All Community Colleges	Hispanic	347	81	23.3%	15	4.3%	61	17.6%	394	117	29.7%	10	2.5%	74	18.8%
	African-American	2,420	463	19.1%	63	2.6%	343	14.2%	2,779	580	20.9%	73	2.6%	398	14.3%
	White	4,541	759	16.7%	378	8.3%	1,068	23.5%	4,898	1,097	22.4%	481	9.8%	1,148	23.4%
	American Indian	32	5	15.6%	0	0.0%	6	18.8%	38	6	15.8%	2	5.3%	4	10.5%
	Asian	493	126	25.6%	20	4.1%	154	31.2%	396	113	28.5%	18	4.5%	149	37.6%
	Other	321	74	23.1%	12	3.7%	56	17.4%	372	105	28.2%	20	5.4%	63	16.9%
	Unknown	329	63	19.1%	18	5.5%	51	15.5%	320	49	15.3%	28	8.8%	66	20.6%
	Foreign	175	41	23.4%	14	8.0%	14	8.0%	216	43	19.9%	30	13.9%	14	6.5%
	<i>All Students</i>	<i>8,658</i>	<i>1,612</i>	<i>18.6%</i>	<i>520</i>	<i>6.0%</i>	<i>1,753</i>	<i>20.2%</i>	<i>9,413</i>	<i>2,110</i>	<i>22.4%</i>	<i>662</i>	<i>7.0%</i>	<i>1,916</i>	<i>20.4%</i>

Note: Initial cohort includes all entering first-time, full-time students.

**Enrollment at Maryland Four-Year
Colleges and Universities, Fall 2012**

Public Four-Year Enrollment, Fall 2012

		Undergraduate						Graduate					
		Full-time		Part-time		Total		Full-time		Part-time		Total	
		M	F	M	F	M	F	M	F	M	F	M	F
Bowie State University	Non-resident Alien	15	13	2	6	17	19	20	15	6	11	26	26
	Hispanic (of any race)	34	58	6	11	40	69	2	6	5	12	7	18
	Black or African-American	1,209	1,919	256	436	1,465	2,355	83	221	159	429	242	650
	White	20	46	11	25	31	71	4	17	16	59	20	76
	American Indian/Alaska Native	4	2	-	-	4	2	-	1	1	1	1	2
	Asian	20	29	5	10	25	39	5	7	7	7	12	14
	Hawaiian/Pacific Islander	-	4	-	1	-	5	-	-	-	-	-	-
	Two or More Races	18	60	1	4	19	64	2	6	1	7	3	13
	Unknown	11	23	1	6	12	29	1	4	5	10	6	14
	<i>Total</i>	<i>1,331</i>	<i>2,154</i>	<i>282</i>	<i>499</i>	<i>1,613</i>	<i>2,653</i>	<i>117</i>	<i>277</i>	<i>200</i>	<i>536</i>	<i>317</i>	<i>813</i>
Adult (Age 25 or Older)	223	305	136	286	359	591	100	206	188	485	288	691	
Coppin State University	Non-resident Alien	55	84	18	34	73	118	1	7	5	45	6	52
	Hispanic (of any race)	8	28	2	7	10	35	-	-	1	-	1	-
	Black or African-American	539	1,502	125	462	664	1,964	41	83	51	195	92	278
	White	14	22	-	2	14	24	1	3	2	4	3	7
	American Indian/Alaska Native	-	1	1	-	1	1	-	-	-	-	-	-
	Asian	4	4	-	-	4	4	-	-	-	1	-	1
	Hawaiian/Pacific Islander	-	1	-	-	-	1	-	-	-	1	-	1
	Two or More Races	15	42	-	4	15	46	-	-	-	1	-	1
	Unknown	26	85	4	14	30	99	-	1	1	-	1	1
	<i>Total</i>	<i>661</i>	<i>1,769</i>	<i>150</i>	<i>523</i>	<i>811</i>	<i>2,292</i>	<i>43</i>	<i>94</i>	<i>60</i>	<i>247</i>	<i>103</i>	<i>341</i>
Adult (Age 25 or Older)	191	603	90	393	281	996	40	84	58	240	98	324	
Frostburg State University	Non-resident Alien	30	39	-	-	30	39	21	9	4	2	25	11
	Hispanic (of any race)	81	76	8	3	89	79	2	5	2	2	4	7
	Black or African-American	587	536	13	14	600	550	5	8	15	13	20	21
	White	1,366	1,263	116	170	1,482	1,433	59	147	180	275	239	422
	American Indian/Alaska Native	3	1	-	-	3	1	-	-	-	2	-	2
	Asian	34	17	4	1	38	18	3	-	8	6	11	6
	Hawaiian/Pacific Islander	4	5	-	-	4	5	-	-	1	-	1	-
	Two or More Races	69	79	3	5	72	84	-	1	3	5	3	6
	Unknown	23	20	2	1	25	21	2	1	3	4	5	5
	<i>Total</i>	<i>2,197</i>	<i>2,036</i>	<i>146</i>	<i>194</i>	<i>2,343</i>	<i>2,230</i>	<i>92</i>	<i>171</i>	<i>216</i>	<i>309</i>	<i>308</i>	<i>480</i>
Adult (Age 25 or Older)	135	123	63	123	198	246	58	76	198	282	256	358	

Public Four-Year Enrollment, Fall 2012

		Undergraduate						Graduate					
		Full-time		Part-time		Total		Full-time		Part-time		Total	
		M	F	M	F	M	F	M	F	M	F	M	F
Salisbury University	Non-resident Alien	28	37	6	7	34	44	2	3	-	3	2	6
	Hispanic (of any race)	156	179	18	7	174	186	-	4	1	9	1	13
	Black or African-American	318	434	48	52	366	486	14	25	6	29	20	54
	White	2,394	3,199	205	175	2,599	3,374	55	157	102	227	157	384
	American Indian/Alaska Native	7	11	-	1	7	12	-	1	-	-	-	1
	Asian	69	111	11	6	80	117	2	3	2	3	4	6
	Hawaiian/Pacific Islander	3	1	1	-	4	1	-	-	-	-	-	-
	Two or More Races	91	119	6	3	97	122	2	1	-	1	2	2
	Unknown	54	73	10	30	64	103	2	3	2	4	4	7
	<i>Total</i>	<i>3,120</i>	<i>4,164</i>	<i>305</i>	<i>281</i>	<i>3,425</i>	<i>4,445</i>	<i>77</i>	<i>197</i>	<i>113</i>	<i>276</i>	<i>190</i>	<i>473</i>
Adult (Age 25 or Older)	177	221	75	102	252	323	38	107	96	226	134	333	
Towson University	Non-resident Alien	165	148	40	39	205	187	72	67	43	28	115	95
	Hispanic (of any race)	279	471	38	51	317	522	14	21	20	32	34	53
	Black or African-American	760	1,494	94	176	854	1,670	52	97	122	271	174	368
	White	4,153	6,527	667	666	4,820	7,193	190	519	475	1,399	665	1,918
	American Indian/Alaska Native	9	21	5	2	14	23	1	2	5	7	6	9
	Asian	280	416	43	56	323	472	8	22	39	50	47	72
	Hawaiian/Pacific Islander	3	11	1	-	4	11	-	-	2	1	2	1
	Two or More Races	167	266	12	20	179	286	8	11	11	17	19	28
	Unknown	229	395	83	106	312	501	16	39	43	127	59	166
	<i>Total</i>	<i>6,045</i>	<i>9,749</i>	<i>983</i>	<i>1,116</i>	<i>7,028</i>	<i>10,865</i>	<i>361</i>	<i>778</i>	<i>760</i>	<i>1,932</i>	<i>1,121</i>	<i>2,710</i>
Adult (Age 25 or Older)	652	670	371	484	1,023	1,154	248	408	681	1,718	929	2,126	
University of Baltimore	Non-resident Alien	20	30	4	6	24	36	30	37	15	19	45	56
	Hispanic (of any race)	58	42	18	30	76	72	31	35	26	37	57	72
	Black or African-American	302	551	207	458	509	1,009	77	164	152	402	229	566
	White	423	321	235	246	658	567	464	413	292	407	756	820
	American Indian/Alaska Native	4	4	4	2	8	6	3	2	2	-	5	2
	Asian	59	43	22	16	81	59	30	40	22	31	52	71
	Hawaiian/Pacific Islander	4	2	1	1	5	3	1	-	2	3	3	3
	Two or More Races	19	37	8	17	27	54	15	17	9	20	24	37
	Unknown	26	30	35	53	61	83	39	29	39	67	78	96
	<i>Total</i>	<i>915</i>	<i>1,060</i>	<i>534</i>	<i>829</i>	<i>1,449</i>	<i>1,889</i>	<i>690</i>	<i>737</i>	<i>559</i>	<i>986</i>	<i>1,249</i>	<i>1,723</i>
Adult (Age 25 or Older)	318	405	423	695	741	1,100	471	418	495	842	966	1,260	

Public Four-Year Enrollment, Fall 2012

		Undergraduate						Graduate					
		Full-time		Part-time		Total		Full-time		Part-time		Total	
		M	F	M	F	M	F	M	F	M	F	M	F
University of Maryland Baltimore	Non-resident Alien	4	11	-	1	4	12	74	118	10	13	84	131
	Hispanic (of any race)	3	29	4	6	7	35	87	164	12	30	99	194
	Black or African-American	18	62	6	21	24	83	133	430	30	165	163	595
	White	30	284	21	83	51	367	988	1,586	73	574	1,061	2,160
	American Indian/Alaska Native	1	-	-	-	1	-	2	4	1	1	3	5
	Asian	20	64	3	17	23	81	239	453	30	81	269	534
	Hawaiian/Pacific Islander	-	-	-	-	-	-	1	-	-	-	1	-
	Two or More Races	4	12	-	2	4	14	39	100	2	31	41	131
	Unknown	-	16	2	1	2	17	42	68	2	26	44	94
	<i>Total</i>	<i>80</i>	<i>478</i>	<i>36</i>	<i>131</i>	<i>116</i>	<i>609</i>	<i>1,605</i>	<i>2,923</i>	<i>160</i>	<i>921</i>	<i>1,765</i>	<i>3,844</i>
Adult (Age 25 or Older)	49	218	32	114	81	332	1,079	1,868	150	859	1,229	2,727	
University of Maryland Baltimore County	Non-resident Alien	234	181	19	27	253	208	216	164	45	36	261	200
	Hispanic (of any race)	227	241	47	48	274	289	12	17	23	28	35	45
	Black or African-American	683	800	127	159	810	959	43	66	100	128	143	194
	White	2,538	1,733	437	337	2,975	2,070	231	276	472	452	703	728
	American Indian/Alaska Native	10	6	2	3	12	9	-	1	3	1	3	2
	Asian	1,056	873	133	98	1,189	971	24	33	62	39	86	72
	Hawaiian/Pacific Islander	7	15	-	1	7	16	-	3	2	2	2	5
	Two or More Races	167	165	17	11	184	176	7	7	19	4	26	11
	Unknown	207	160	30	19	237	179	10	13	76	44	86	57
	<i>Total</i>	<i>5,129</i>	<i>4,174</i>	<i>812</i>	<i>703</i>	<i>5,941</i>	<i>4,877</i>	<i>543</i>	<i>580</i>	<i>802</i>	<i>734</i>	<i>1,345</i>	<i>1,314</i>
Adult (Age 25 or Older)	574	413	358	350	932	763	406	426	705	643	1,111	1,069	
University of Maryland College Park	Non-resident Alien	379	377	18	22	397	399	1,664	1,243	118	129	1,782	1,372
	Hispanic (of any race)	890	1,026	85	91	975	1,117	125	125	66	73	191	198
	Black or African-American	1,283	1,641	113	146	1,396	1,787	176	243	150	177	326	420
	White	7,572	6,039	611	398	8,183	6,437	1,738	1,580	880	767	2,618	2,347
	American Indian/Alaska Native	14	17	3	1	17	18	5	7	4	2	9	9
	Asian	2,014	1,658	144	120	2,158	1,778	232	247	154	125	386	372
	Hawaiian/Pacific Islander	12	12	1	1	13	13	6	4	2	2	8	6
	Two or More Races	356	431	29	28	385	459	46	56	34	31	80	87
	Unknown	354	350	75	54	429	404	129	155	101	73	230	228
	<i>Total</i>	<i>12,874</i>	<i>11,551</i>	<i>1,079</i>	<i>861</i>	<i>13,953</i>	<i>12,412</i>	<i>4,121</i>	<i>3,660</i>	<i>1,509</i>	<i>1,379</i>	<i>5,630</i>	<i>5,039</i>
Adult (Age 25 or Older)	673	486	393	342	1,066	828	2,970	2,382	1,321	1,136	4,291	3,518	

Public Four-Year Enrollment, Fall 2012

		Undergraduate						Graduate					
		Full-time		Part-time		Total		Full-time		Part-time		Total	
		M	F	M	F	M	F	M	F	M	F	M	F
University of Maryland Eastern Shore	Non-resident Alien	57	53	-	2	57	55	13	12	7	9	20	21
	Hispanic (of any race)	30	45	2	1	32	46	6	8	1	3	7	11
	Black or African-American	1,080	1,533	51	78	1,131	1,611	56	102	42	87	98	189
	White	164	127	56	59	220	186	62	93	37	51	99	144
	American Indian/Alaska Native	2	1	1	-	3	1	-	-	-	-	-	-
	Asian	16	12	7	5	23	17	13	17	3	2	16	19
	Hawaiian/Pacific Islander	-	3	-	-	-	3	-	1	-	-	-	1
	Two or More Races	101	140	1	5	102	145	17	28	1	2	18	30
	Unknown	19	23	9	5	28	28	1	2	2	2	3	4
	<i>Total</i>	1,469	1,937	127	155	1,596	2,092	168	263	93	156	261	419
<i>Adult (Age 25 or Older)</i>	150	125	70	94	220	219	109	163	87	143	196	306	
University of Maryland University College	Non-resident Alien	19	18	115	194	134	212	1	3	116	126	117	129
	Hispanic (of any race)	239	266	1,003	850	1,242	1,116	6	9	388	391	394	400
	Black or African-American	816	1,106	2,772	3,943	3,588	5,049	44	75	1,960	3,384	2,004	3,459
	White	1,333	1,282	5,109	3,985	6,442	5,267	40	39	2,581	2,233	2,621	2,272
	American Indian/Alaska Native	7	18	53	61	60	79	1	1	19	23	20	24
	Asian	167	119	468	361	635	480	8	13	397	392	405	405
	Hawaiian/Pacific Islander	9	11	48	57	57	68	-	1	11	23	11	24
	Two or More Races	82	121	256	265	338	386	1	3	110	160	111	163
	Unknown	209	285	1,105	1,256	1,314	1,541	13	18	574	797	587	815
	<i>Total</i>	2,881	3,226	10,929	10,972	13,810	14,198	114	162	6,156	7,529	6,270	7,691
<i>Adult (Age 25 or Older)</i>	2,214	2,436	9,310	9,403	11,524	11,839	97	146	5,834	6,913	5,931	7,059	
Morgan State University	Non-resident Alien	144	118	8	3	152	121	49	35	20	23	69	58
	Hispanic (of any race)	68	85	9	7	77	92	3	9	8	4	11	13
	Black or African-American	2,126	2,833	293	401	2,419	3,234	165	353	189	297	354	650
	White	56	46	12	14	68	60	25	43	27	48	52	91
	American Indian/Alaska Native	4	15	1	-	5	15	-	-	2	-	2	-
	Asian	37	48	7	10	44	58	3	3	7	6	10	9
	Hawaiian/Pacific Islander	3	4	-	-	3	4	-	-	-	-	-	-
	Two or More Races	80	115	4	13	84	128	7	10	6	12	13	22
	Unknown	2	2	1	1	3	3	1	1	-	-	1	1
	<i>Total</i>	2,520	3,266	335	449	2,855	3,715	253	454	259	390	512	844
<i>Adult (Age 25 or Older)</i>	426	476	183	283	609	759	212	366	244	364	456	730	

Public Four-Year Enrollment, Fall 2012

		Undergraduate						Graduate					
		Full-time		Part-time		Total		Full-time		Part-time		Total	
		M	F	M	F	M	F	M	F	M	F	M	F
St. Mary's College of Maryland	Non-resident Alien	14	27	-	5	14	32	-	-	-	-	-	-
	Hispanic (of any race)	37	54	-	-	37	54	1	-	-	-	1	-
	Black or African-American	48	86	-	1	48	87	-	-	-	-	-	-
	White	565	841	22	17	587	858	9	19	-	2	9	21
	Asian	19	25	-	-	19	25	-	-	-	-	-	-
	Hawaiian/Pacific Islander	1	-	-	-	1	-	-	-	-	-	-	-
	Two or More Races	35	33	1	-	36	33	-	-	-	-	-	-
	Unknown	20	27	9	8	29	35	-	-	-	-	-	-
	<i>Total</i>	<i>739</i>	<i>1,093</i>	<i>32</i>	<i>31</i>	<i>771</i>	<i>1,124</i>	<i>10</i>	<i>19</i>	<i>-</i>	<i>2</i>	<i>10</i>	<i>21</i>
	Adult (Age 25 or Older)	13	20	14	11	27	31	1	2	-	1	1	3
Four-Year Total	Non-resident Alien	1,164	1,136	230	346	1,394	1,482	2,163	1,713	389	444	2,552	2,157
	Hispanic (of any race)	2,110	2,600	1,240	1,112	3,350	3,712	289	403	553	621	842	1,024
	Black or African-American	9,769	14,497	4,105	6,347	13,874	20,844	889	1,867	2,976	5,577	3,865	7,444
	White	20,628	21,730	7,502	6,177	28,130	27,907	3,866	4,892	5,137	6,498	9,003	11,390
	American Indian/Alaska Native	65	97	70	70	135	167	12	19	37	37	49	56
	Asian	3,795	3,419	847	700	4,642	4,119	567	838	731	743	1,298	1,581
	Hawaiian/Pacific Islander	46	69	52	61	98	130	8	9	20	32	28	41
	Two or More Races	1,204	1,620	338	377	1,542	1,997	144	240	196	291	340	531
	Unknown	1,180	1,489	1,366	1,554	2,546	3,043	256	334	848	1,154	1,104	1,488
	<i>Total</i>	<i>39,961</i>	<i>46,657</i>	<i>15,750</i>	<i>16,744</i>	<i>55,711</i>	<i>63,401</i>	<i>8,194</i>	<i>10,315</i>	<i>10,887</i>	<i>15,397</i>	<i>19,081</i>	<i>25,712</i>
Adult (Age 25 or Older)	5,795	6,501	11,518	12,680	17,313	19,181	5,829	6,652	10,057	13,852	15,886	20,504	

**Second-Year Retention, Four-Year
Entering Cohort of 2011**

Second-Year Retention, Four-Year Entering Cohort of 2011

		Male			Female		
		Initial Cohort	Retained at Original Institution		Initial Cohort	Retained at Original Institution	
Bowie State University	Hispanic (of any race)	11	6	54.5%	11	10	90.9%
	Black or African-American	232	161	69.4%	338	251	74.3%
	White	0	0	-	3	1	33.3%
	American Indian/Alaska Native	0	0	-	1	0	0.0%
	Asian	5	3	60.0%	4	4	100.0%
	Hawaiian/Pacific Islander	0	0	-	1	1	100.0%
	Two or More Races	4	1	25.0%	6	4	66.7%
	Unknown	2	0	0.0%	5	2	40.0%
	Non-resident Alien	0	0	-	0	0	-
	<i>Total</i>	<i>254</i>	<i>171</i>	<i>67.3%</i>	<i>369</i>	<i>273</i>	<i>74.0%</i>
Coppin State University	Hispanic (of any race)	3	3	100.0%	3	2	66.7%
	Black or African-American	129	75	58.1%	281	186	66.2%
	White	4	2	50.0%	7	6	85.7%
	American Indian/Alaska Native	0	0	-	0	0	-
	Asian	1	1	100.0%	0	0	-
	Hawaiian/Pacific Islander	0	0	-	0	0	-
	Two or More Races	4	2	50.0%	8	4	50.0%
	Unknown	5	5	100.0%	11	9	81.8%
	Non-resident Alien	11	10	90.9%	19	13	68.4%
	<i>Total</i>	<i>157</i>	<i>98</i>	<i>62.4%</i>	<i>329</i>	<i>220</i>	<i>66.9%</i>
Frostburg State University	Hispanic (of any race)	14	8	57.1%	11	7	63.6%
	Black or African-American	147	109	74.1%	131	102	77.9%
	White	242	161	66.5%	240	177	73.8%
	American Indian/Alaska Native	4	2	50.0%	2	0	0.0%
	Asian	2	1	50.0%	2	1	50.0%
	Hawaiian/Pacific Islander	0	0	-	1	1	100.0%
	Two or More Races	3	3	100.0%	7	7	100.0%
	Unknown	3	3	100.0%	9	8	88.9%
	Non-resident Alien	5	3	60.0%	2	2	100.0%
	<i>Total</i>	<i>420</i>	<i>290</i>	<i>69.0%</i>	<i>405</i>	<i>305</i>	<i>75.3%</i>

Second-Year Retention, Four-Year Entering Cohort of 2011

		Male			Female		
		Initial Cohort	Retained at Original Institution		Initial Cohort	Retained at Original Institution	
Salisbury University	Hispanic (of any race)	27	23	85.2%	46	39	84.8%
	Black or African-American	29	26	89.7%	75	56	74.7%
	White	393	329	83.7%	547	468	85.6%
	American Indian/Alaska Native	10	7	70.0%	10	10	100.0%
	Asian	19	14	73.7%	34	27	79.4%
	Hawaiian/Pacific Islander	0	0	-	0	0	-
	Two or More Races	4	4	100.0%	3	3	100.0%
	Unknown	15	9	60.0%	18	13	72.2%
	Non-resident Alien	9	6	66.7%	13	7	53.8%
	<i>Total</i>	<i>506</i>	<i>418</i>	<i>82.6%</i>	<i>746</i>	<i>623</i>	<i>83.5%</i>
Towson University	Hispanic (of any race)	46	39	84.8%	74	66	89.2%
	Black or African-American	86	75	87.2%	229	212	92.6%
	White	661	553	83.7%	1,187	1,005	84.7%
	American Indian/Alaska Native	5	5	100.0%	11	9	81.8%
	Asian	60	52	86.7%	85	77	90.6%
	Hawaiian/Pacific Islander	3	2	66.7%	4	4	100.0%
	Two or More Races	6	4	66.7%	18	14	77.8%
	Unknown	20	15	75.0%	21	19	90.5%
	Non-resident Alien	16	13	81.3%	13	11	84.6%
	<i>Total</i>	<i>903</i>	<i>758</i>	<i>83.9%</i>	<i>1,642</i>	<i>1,417</i>	<i>86.3%</i>
University of Baltimore	Hispanic (of any race)	2	1	50.0%	2	2	100.0%
	Black or African-American	38	26	68.4%	50	40	80.0%
	White	26	19	73.1%	21	13	61.9%
	American Indian/Alaska Native	2	2	100.0%	1	1	100.0%
	Asian	3	1	33.3%	2	2	100.0%
	Hawaiian/Pacific Islander	1	1	100.0%	0	0	-
	Two or More Races	3	2	66.7%	2	1	50.0%
	Unknown	0	0	-	0	0	-
	Non-resident Alien	1	1	100.0%	1	1	100.0%
	<i>Total</i>	<i>76</i>	<i>53</i>	<i>69.7%</i>	<i>79</i>	<i>60</i>	<i>75.9%</i>

Second-Year Retention, Four-Year Entering Cohort of 2011

		Male			Female		
		Initial Cohort	Retained at Original Institution		Initial Cohort	Retained at Original Institution	
University of Maryland Baltimore County	Hispanic (of any race)	32	24	75.0%	20	18	90.0%
	Black or African-American	83	67	80.7%	97	86	88.7%
	White	417	340	81.5%	224	193	86.2%
	American Indian/Alaska Native	9	8	88.9%	3	2	66.7%
	Asian	195	164	84.1%	175	157	89.7%
	Hawaiian/Pacific Islander	0	0	-	4	4	100.0%
	Two or More Races	7	6	85.7%	7	5	71.4%
	Unknown	24	20	83.3%	27	25	92.6%
	Non-resident Alien	59	45	76.3%	44	28	63.6%
	<i>Total</i>	<i>826</i>	<i>674</i>	<i>81.6%</i>	<i>601</i>	<i>518</i>	<i>86.2%</i>
University of Maryland College Park	Hispanic (of any race)	165	154	93.3%	194	179	92.3%
	Black or African-American	243	227	93.4%	360	345	95.8%
	White	1,241	1,148	92.5%	874	825	94.4%
	American Indian/Alaska Native	6	5	83.3%	9	8	88.9%
	Asian	318	305	95.9%	304	295	97.0%
	Hawaiian/Pacific Islander	1	1	100.0%	2	2	100.0%
	Two or More Races	19	16	84.2%	17	15	88.2%
	Unknown	70	62	88.6%	56	50	89.3%
	Non-resident Alien	59	54	91.5%	52	48	92.3%
	<i>Total</i>	<i>2,122</i>	<i>1,972</i>	<i>92.9%</i>	<i>1,868</i>	<i>1,767</i>	<i>94.6%</i>
University of Maryland Eastern Shore	Hispanic (of any race)	7	4	57.1%	9	7	77.8%
	Black or African-American	255	168	65.9%	391	272	69.6%
	White	25	21	84.0%	21	13	61.9%
	American Indian/Alaska Native	0	0	-	2	1	50.0%
	Asian	6	3	50.0%	0	0	-
	Hawaiian/Pacific Islander	0	0	-	1	1	100.0%
	Two or More Races	7	5	71.4%	5	4	80.0%
	Unknown	4	1	25.0%	4	4	100.0%
	Non-resident Alien	6	5	83.3%	5	4	80.0%
	<i>Total</i>	<i>310</i>	<i>207</i>	<i>66.8%</i>	<i>438</i>	<i>306</i>	<i>69.9%</i>

Second-Year Retention, Four-Year Entering Cohort of 2011

		Male			Female		
		Initial Cohort	Retained at Original Institution		Initial Cohort	Retained at Original Institution	
University of Maryland University College	Hispanic (of any race)	2	1	50.0%	6	3	50.0%
	Black or African-American	32	7	21.9%	53	10	18.9%
	White	24	8	33.3%	22	7	31.8%
	American Indian/Alaska Native	1	1	100.0%	2	1	50.0%
	Asian	5	3	60.0%	3	1	33.3%
	Hawaiian/Pacific Islander	0	0	-	0	0	-
	Two or More Races	1	1	100.0%	0	0	-
	Unknown	4	1	25.0%	4	2	50.0%
	Non-resident Alien	0	0	-	2	1	50.0%
	<i>Total</i>	<i>69</i>	<i>22</i>	<i>31.9%</i>	<i>92</i>	<i>25</i>	<i>27.2%</i>
Morgan State University	Hispanic (of any race)	10	5	50.0%	20	13	65.0%
	Black or African-American	423	294	69.5%	552	410	74.3%
	White	6	1	16.7%	2	1	50.0%
	American Indian/Alaska Native	1	1	100.0%	3	3	100.0%
	Asian	5	4	80.0%	1	0	0.0%
	Hawaiian/Pacific Islander	0	0	-	0	0	-
	Two or More Races	7	4	57.1%	15	11	73.3%
	Unknown	1	1	-	1	0	0.0%
	Non-resident Alien	14	11	78.6%	7	7	100.0%
	<i>Total</i>	<i>467</i>	<i>321</i>	<i>68.7%</i>	<i>601</i>	<i>445</i>	<i>74.0%</i>
St. Mary's College of Maryland	Hispanic (of any race)	4	3	75.0%	12	12	100.0%
	Black or African-American	22	17	77.3%	24	20	83.3%
	White	133	111	83.5%	215	193	89.8%
	American Indian/Alaska Native	0	0	-	0	0	-
	Asian	10	9	90.0%	8	7	87.5%
	Hawaiian/Pacific Islander	1	1	100.0%	0	0	-
	Two or More Races	1	1	100.0%	1	1	100.0%
	Unknown	6	3	50.0%	10	3	30.0%
	Non-resident Alien	2	2	100.0%	6	6	100.0%
	<i>Total</i>	<i>179</i>	<i>147</i>	<i>82.1%</i>	<i>276</i>	<i>242</i>	<i>87.7%</i>

Second-Year Retention, Four-Year Entering Cohort of 2011

		Male			Female		
		Initial Cohort	Retained at Original Institution		Initial Cohort	Retained at Original Institution	
All Four-Years	Hispanic (of any race)	323	271	83.9%	408	358	87.7%
	Black or African-American	1,719	1,252	72.8%	2,581	1,990	77.1%
	White	3,172	2,693	84.9%	3,363	2,902	86.3%
	American Indian/Alaska Native	38	31	81.6%	44	35	79.5%
	Asian	629	560	89.0%	618	571	92.4%
	Hawaiian/Pacific Islander	6	5	83.3%	13	13	100.0%
	Two or More Races	66	49	74.2%	89	69	77.5%
	Unknown	154	120	77.9%	166	135	81.3%
	Non-resident Alien	182	150	82.4%	164	128	78.0%
	Total	6,289	5,131	81.6%	7,446	6,201	83.3%

Note: Initial cohort includes all entering first-time, full-time students. University of Maryland Baltimore does not offer any lower-division courses.

**Six-Year Outcomes, Four-Year
Entering Cohort of 2006 (150% Time)**

Six-Year Outcomes, Four-Year Entering Cohort of 2006 (150% Time)

		Male					Female				
		Initial Cohort	Still Enrolled		Graduated		Initial Cohort	Still Enrolled		Graduated	
Bowie State University	Hispanic	4	0	0.0%	1	25.0%	12	0	0.0%	3	25.0%
	African-American	270	21	7.8%	77	28.5%	447	25	5.6%	191	42.7%
	White	2	0	0.0%	0	0.0%	4	0	0.0%	0	0.0%
	American Indian	0	0	-	0	-	2	0	0.0%	1	50.0%
	Asian	5	2	40.0%	1	20.0%	3	0	0.0%	3	100.0%
	Other	0	0	-	0	-	0	0	-	0	-
	Unknown	7	0	0.0%	3	42.9%	7	1	14.3%	4	57.1%
	Foreign	2	0	0.0%	0	0.0%	0	0	-	0	-
	<i>All Students</i>	290	23	7.9%	82	28.3%	475	26	5.5%	202	42.5%
Coppin State University	Hispanic	1	0	0.0%	0	0.0%	1	0	0.0%	1	100.0%
	African-American	103	10	9.7%	14	13.6%	387	27	7.0%	80	20.7%
	White	1	0	0.0%	0	0.0%	1	0	0.0%	0	0.0%
	American Indian	0	0	-	0	-	0	0	-	0	-
	Asian	0	0	-	0	-	0	0	-	0	-
	Other	1	0	0.0%	0	0.0%	2	0	0.0%	0	0.0%
	Unknown	0	0	-	0	-	0	0	-	0	-
	Foreign	3	0	0.0%	0	0.0%	8	0	0.0%	5	62.5%
	<i>All Students</i>	109	10	9.2%	14	12.8%	399	27	6.8%	86	21.6%
Frostburg State University	Hispanic	12	0	0.0%	5	41.7%	11	0	0.0%	5	45.5%
	African-American	106	3	2.8%	40	37.7%	109	0	0.0%	62	56.9%
	White	393	11	2.8%	188	47.8%	309	6	1.9%	196	63.4%
	American Indian	4	0	0.0%	1	25.0%	1	0	0.0%	0	0.0%
	Asian	15	1	6.7%	4	26.7%	10	0	0.0%	7	70.0%
	Other	0	0	-	0	-	0	0	-	0	-
	Unknown	14	1	7.1%	7	50.0%	12	0	0.0%	9	75.0%
	Foreign	8	0	0.0%	3	37.5%	9	1	11.1%	4	44.4%
	<i>All Students</i>	552	16	2.9%	248	44.9%	461	7	1.5%	283	61.4%

Six-Year Outcomes, Four-Year Entering Cohort of 2006 (150% Time)

		Male					Female				
		Initial Cohort	Still Enrolled		Graduated		Initial Cohort	Still Enrolled		Graduated	
Salisbury University	Hispanic	10	0	0.0%	3	30.0%	20	1	5.0%	12	60.0%
	African-American	67	2	3.0%	48	71.6%	58	0	0.0%	40	69.0%
	White	332	6	1.8%	229	69.0%	490	3	0.6%	388	79.2%
	American Indian	4	0	0.0%	3	75.0%	1	0	0.0%	1	100.0%
	Asian	19	0	0.0%	9	47.4%	15	0	0.0%	11	73.3%
	Other	5	0	0.0%	4	80.0%	1	0	0.0%	1	100.0%
	Unknown	0	0	-	0	-	0	0	-	0	-
	Foreign	3	0	0.0%	2	66.7%	3	0	0.0%	0	0.0%
	<i>All Students</i>	440	8	1.8%	298	67.7%	588	4	0.7%	453	77.0%
Towson University	Hispanic	26	2	7.7%	14	53.8%	36	2	5.6%	21	58.3%
	African-American	80	2	2.5%	49	61.3%	225	10	4.4%	143	63.6%
	White	727	18	2.5%	509	70.0%	1,182	13	1.1%	870	73.6%
	American Indian	7	1	14.3%	4	57.1%	7	0	0.0%	4	57.1%
	Asian	40	4	10.0%	28	70.0%	71	1	1.4%	53	74.6%
	Other	0	0	-	0	-	0	0	-	0	-
	Unknown	92	2	2.2%	66	71.7%	158	3	1.9%	100	63.3%
	Foreign	22	2	9.1%	8	36.4%	19	0	0.0%	13	68.4%
	<i>All Students</i>	994	31	3.1%	678	68.2%	1,698	29	1.7%	1,204	70.9%
University of Maryland Baltimore County	Hispanic	24	1	4.2%	10	41.7%	20	1	5.0%	13	65.0%
	African-American	64	4	6.3%	38	59.4%	103	2	1.9%	71	68.9%
	White	451	20	4.4%	296	65.6%	305	7	2.3%	235	77.0%
	American Indian	3	0	0.0%	2	66.7%	3	0	0.0%	2	66.7%
	Asian	216	17	7.9%	125	57.9%	164	4	2.4%	129	78.7%
	Other	0	0	-	0	-	0	0	-	0	-
	Unknown	6	0	0.0%	4	66.7%	8	0	0.0%	8	100.0%
	Foreign	29	0	0.0%	18	62.1%	24	0	0.0%	12	50.0%
	<i>All Students</i>	793	42	5.3%	493	62.2%	627	14	2.2%	470	75.0%

Six-Year Outcomes, Four-Year Entering Cohort of 2006 (150% Time)

		Male					Female				
		Initial Cohort	Still Enrolled		Graduated		Initial Cohort	Still Enrolled		Graduated	
University of Maryland College Park	Hispanic	126	2	1.6%	89	70.6%	162	2	1.2%	134	82.7%
	African-American	248	10	4.0%	168	67.7%	363	1	0.3%	288	79.3%
	White	1245	20	1.6%	994	79.8%	949	4	0.4%	849	89.5%
	American Indian	3	0	0.0%	2	66.7%	14	0	0.0%	14	100.0%
	Asian	315	5	1.6%	260	82.5%	254	3	1.2%	221	87.0%
	Other	0	0	-	0	-	0	0	-	0	-
	Unknown	91	3	3.3%	73	80.2%	130	1	0.8%	107	82.3%
	Foreign	20	0	0.0%	14	70.0%	25	0	0.0%	18	72.0%
	<i>All Students</i>	<i>2,048</i>	<i>40</i>	<i>2.0%</i>	<i>1,600</i>	<i>78.1%</i>	<i>1,897</i>	<i>11</i>	<i>0.6%</i>	<i>1,631</i>	<i>86.0%</i>
University of Maryland Eastern Shore	Hispanic	7	0	0.0%	2	28.6%	6	0	0.0%	3	50.0%
	African-American	356	17	4.8%	124	34.8%	649	11	1.7%	255	39.3%
	White	16	0	0.0%	4	25.0%	20	2	10.0%	6	30.0%
	American Indian	0	0	-	0	-	2	0	0.0%	0	0.0%
	Asian	6	1	16.7%	2	33.3%	3	0	0.0%	2	66.7%
	Other	10	1	10.0%	2	20.0%	24	0	0.0%	8	33.3%
	Unknown	0	0	-	0	-	1	0	0.0%	0	0.0%
	Foreign	15	1	6.7%	5	33.3%	13	0	0.0%	4	30.8%
	<i>All Students</i>	<i>410</i>	<i>20</i>	<i>4.9%</i>	<i>139</i>	<i>33.9%</i>	<i>718</i>	<i>13</i>	<i>1.8%</i>	<i>278</i>	<i>38.7%</i>
University of Maryland University College	Hispanic	2	0	0.0%	0	0.0%	11	1	9.1%	1	9.1%
	African-American	31	3	9.7%	0	0.0%	60	2	3.3%	3	5.0%
	White	30	4	13.3%	0	0.0%	34	0	0.0%	3	8.8%
	American Indian	0	0	-	0	-	1	0	0.0%	0	0.0%
	Asian	3	1	33.3%	1	33.3%	7	0	0.0%	0	0.0%
	Other	0	0	-	0	-	0	0	-	0	-
	Unknown	10	0	0.0%	2	20.0%	7	0	0.0%	1	14.3%
	Foreign	0	0	-	0	-	1	0	0.0%	1	100.0%
	<i>All Students</i>	<i>76</i>	<i>8</i>	<i>10.5%</i>	<i>3</i>	<i>3.9%</i>	<i>121</i>	<i>3</i>	<i>2.5%</i>	<i>9</i>	<i>7.4%</i>

Six-Year Outcomes, Four-Year Entering Cohort of 2006 (150% Time)

		Male					Female				
		Initial Cohort	Still Enrolled		Graduated		Initial Cohort	Still Enrolled		Graduated	
Morgan State University	Hispanic	7	0	0.0%	2	28.6%	9	0	0.0%	4	44.4%
	African-American	555	35	6.3%	130	23.4%	730	54	7.4%	254	34.8%
	White	7	1	14.3%	1	14.3%	6	0	0.0%	1	16.7%
	American Indian	0	0	-	0	-	0	0	-	0	-
	Asian	3	0	0.0%	0	0.0%	4	0	0.0%	2	50.0%
	Other	0	0	-	0	-	0	0	-	0	-
	Unknown	0	0	-	0	-	0	0	-	0	-
	Foreign	23	0	0.0%	12	52.2%	24	2	8.3%	14	58.3%
	<i>All Students</i>	595	36	6.1%	145	24.4%	773	56	7.2%	275	35.6%
St. Mary's College of Maryland	Hispanic	9	0	0.0%	6	66.7%	20	0	0.0%	14	70.0%
	African-American	10	0	0.0%	3	30.0%	25	0	0.0%	18	72.0%
	White	143	0	0.0%	109	76.2%	177	0	0.0%	157	88.7%
	American Indian	1	0	0.0%	1	100.0%	0	0	-	0	-
	Asian	7	0	0.0%	5	71.4%	13	0	0.0%	11	84.6%
	Other	0	0	-	0	-	0	0	-	0	-
	Unknown	6	0	0.0%	5	83.3%	12	0	0.0%	10	83.3%
	Foreign	3	0	0.0%	1	33.3%	2	0	0.0%	0	0.0%
	<i>All Students</i>	179	0	0.0%	130	72.6%	249	0	0.0%	210	84.3%
All Four-Years	Hispanic	228	5	2.2%	132	57.9%	308	7	2.3%	211	68.5%
	African-American	1,890	107	5.7%	691	36.6%	3,156	132	4.2%	1,405	44.5%
	White	3,347	80	2.4%	2,330	69.6%	3,477	35	1.0%	2,705	77.8%
	American Indian	22	1	4.5%	13	59.1%	31	0	0.0%	22	71.0%
	Asian	629	31	4.9%	435	69.2%	544	8	1.5%	439	80.7%
	Other	16	1	6.3%	6	37.5%	27	0	0.0%	9	33.3%
	Unknown	226	6	2.7%	160	70.8%	335	5	1.5%	239	71.3%
	Foreign	128	3	2.3%	63	49.2%	128	3	2.3%	71	55.5%
	<i>All Students</i>	6,486	234	3.6%	3,830	59.1%	8,006	190	2.4%	5,101	63.7%

Note: Initial cohort includes all entering first-time, full-time students. University of Baltimore did not begin offering lower-division courses until 2008, and is excluded. University of Maryland Baltimore does not offer any lower-division courses.

**Community College Staff by
Principal Occupational Assignment, Fall 2012**

Community College Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Allegany College of Maryland	Hispanic (of any race)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
	Black or African-American	-	-	-	-	-	1	1	-	-	-	-	1	1	2	-	-
	White	13	21	16	22	4	67	30	9	1	-	16	15	6	35	31	18
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>13</i>	<i>21</i>	<i>16</i>	<i>22</i>	<i>4</i>	<i>68</i>	<i>31</i>	<i>9</i>	<i>1</i>	<i>-</i>	<i>16</i>	<i>15</i>	<i>7</i>	<i>36</i>	<i>34</i>	<i>19</i>	
Anne Arundel Community College	Hispanic (of any race)	-	-	-	8	1	1	-	1	-	-	-	-	-	-	-	-
	Black or African-American	4	4	7	24	5	17	21	19	-	-	-	-	-	3	-	-
	White	14	38	75	139	13	96	58	41	-	-	3	16	2	25	1	2
	American Indian/Alaska Native	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
	Asian	-	-	1	8	-	2	3	-	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	1	1	-	2	-	1	-	-	-	-	1	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>18</i>	<i>42</i>	<i>85</i>	<i>180</i>	<i>19</i>	<i>119</i>	<i>83</i>	<i>62</i>	<i>-</i>	<i>-</i>	<i>3</i>	<i>16</i>	<i>3</i>	<i>28</i>	<i>1</i>	<i>2</i>	
Carroll Community College	Hispanic (of any race)	-	-	-	1	-	-	-	1	-	-	-	-	-	2	1	-
	Black or African-American	1	-	2	2	-	-	2	-	-	-	-	-	1	1	1	1
	White	10	11	20	44	9	61	13	10	-	-	-	6	21	33	6	1
	American Indian/Alaska Native	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	3	1	-	-	-	-	-	-	-	1	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	1	1	-	-	-	-	-	-	1	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
<i>Total</i>	<i>11</i>	<i>11</i>	<i>22</i>	<i>50</i>	<i>11</i>	<i>62</i>	<i>16</i>	<i>11</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>6</i>	<i>24</i>	<i>38</i>	<i>8</i>	<i>2</i>	

Community College Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Cecil College	Hispanic (of any race)	-	-	1	-	-	-	-	-	-	-	-	-	4	-	-	
	Black or African-American	-	-	3	2	-	2	-	-	-	-	-	2	3	-	-	
	White	5	5	14	46	5	27	4	5	-	1	1	2	41	56	-	1
	American Indian/Alaska Native	-	1	-	2	-	-	-	-	-	-	-	-	-	-	-	
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	<i>Total</i>	5	6	18	50	5	29	4	5	-	1	1	2	44	64	-	1
College of Southern Maryland	Hispanic (of any race)	-	-	1	4	1	-	1	-	-	-	2	4	8	15	1	-
	Black or African-American	4	9	12	25	1	9	14	8	-	-	6	11	23	30	4	2
	White	20	22	37	113	2	20	20	2	-	-	30	50	59	99	5	4
	American Indian/Alaska Native	-	-	-	-	-	1	1	-	-	-	-	1	-	1	-	-
	Asian	-	-	2	1	-	-	-	-	-	-	-	2	5	4	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
	Two or More Races	1	-	2	5	-	-	1	-	-	-	5	2	9	11	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
	<i>Total</i>	25	31	54	148	4	30	37	10	-	-	43	70	104	162	10	6
Chesapeake College	Hispanic (of any race)	-	-	-	3	-	-	-	1	-	-	1	4	-	-	1	2
	Black or African-American	-	1	4	6	-	11	4	2	-	-	8	19	1	1	3	-
	White	11	18	21	49	1	32	11	2	-	-	35	97	1	13	5	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	1	-	-	-	2	3	-	1	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	2	-	-	-	-	-	-	1	3	-	-	-	1
	<i>Total</i>	11	19	25	60	1	43	16	5	-	-	47	126	2	15	9	3

Community College Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Community College of Baltimore County	Hispanic (of any race)	-	-	2	2	-	3	2	-	-	-	-	-	-	-	-	-
	Black or African-American	5	8	24	70	12	50	37	23	-	-	-	-	-	2	-	-
	White	28	29	75	162	19	161	65	25	-	-	-	3	-	2	-	-
	American Indian/Alaska Native	1	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-
	Asian	-	1	4	3	-	-	-	-	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	1	5	2	5	7	1	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	2	2	1	1	4	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>34</i>	<i>38</i>	<i>108</i>	<i>244</i>	<i>34</i>	<i>222</i>	<i>115</i>	<i>49</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>3</i>	<i>-</i>	<i>4</i>	<i>-</i>	<i>-</i>	
Baltimore City Community College	Hispanic (of any race)	3	-	1	2	-	-	-	-	-	-	1	-	-	-	-	
	Black or African-American	12	22	29	56	3	50	32	13	-	2	32	60	14	32	25	13
	White	8	8	23	25	-	4	9	-	-	-	9	3	1	1	1	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	1	-	1	3	-	-	-	-	-	-	1	2	-	1	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>24</i>	<i>31</i>	<i>55</i>	<i>87</i>	<i>3</i>	<i>54</i>	<i>41</i>	<i>13</i>	<i>-</i>	<i>2</i>	<i>44</i>	<i>68</i>	<i>15</i>	<i>34</i>	<i>26</i>	<i>13</i>	
Frederick Community College	Hispanic (of any race)	1	2	1	2	-	-	1	1	-	-	-	2	3	8	4	1
	Black or African-American	2	1	3	3	1	4	10	1	-	-	4	4	5	16	6	4
	White	16	32	23	33	4	60	24	5	-	1	8	47	24	37	21	27
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
	Asian	-	1	1	3	-	1	-	-	-	-	-	1	3	5	-	2
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	1	-	-	-	-	2	1	-	2	1
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>19</i>	<i>36</i>	<i>28</i>	<i>41</i>	<i>5</i>	<i>65</i>	<i>36</i>	<i>7</i>	<i>-</i>	<i>1</i>	<i>12</i>	<i>56</i>	<i>36</i>	<i>66</i>	<i>33</i>	<i>36</i>	

Community College Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Garrett College	Hispanic (of any race)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Black or African-American	-	-	-	-	1	-	2	-	-	-	-	-	1	-	-	-
	White	3	10	1	9	8	28	16	2	1	-	1	6	9	17	26	6
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
	Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>3</i>	<i>10</i>	<i>1</i>	<i>9</i>	<i>9</i>	<i>28</i>	<i>18</i>	<i>2</i>	<i>1</i>	<i>-</i>	<i>1</i>	<i>6</i>	<i>10</i>	<i>18</i>	<i>26</i>	<i>6</i>	
Hagerstown Community College	Hispanic (of any race)	-	-	1	-	-	-	-	1	-	-	-	-	-	-	-	-
	Black or African-American	1	1	-	1	-	2	2	2	-	-	-	3	-	-	-	-
	White	11	15	28	47	2	44	24	13	-	-	10	16	1	15	10	4
	American Indian/Alaska Native	-	-	1	-	-	1	-	-	-	-	-	1	-	-	-	-
	Asian	-	-	-	3	-	-	-	-	-	-	1	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	1	1	2	-	-	-	-	-	-	1	1	-	-	2	2
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>12</i>	<i>17</i>	<i>31</i>	<i>53</i>	<i>2</i>	<i>47</i>	<i>26</i>	<i>16</i>	<i>-</i>	<i>-</i>	<i>12</i>	<i>21</i>	<i>1</i>	<i>15</i>	<i>12</i>	<i>6</i>	
Harford Community College	Hispanic (of any race)	-	-	-	4	-	2	1	-	-	-	5	2	-	-	-	-
	Black or African-American	1	2	3	14	1	7	1	-	-	-	7	6	-	3	1	-
	White	12	16	30	73	-	33	16	12	-	-	49	96	5	41	4	22
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	1	-	-	2	-	-	-	-	-	-	-	2	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	1	2	-	1	-	-	-	-	4	2	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
<i>Total</i>	<i>14</i>	<i>18</i>	<i>34</i>	<i>95</i>	<i>1</i>	<i>43</i>	<i>18</i>	<i>12</i>	<i>-</i>	<i>-</i>	<i>65</i>	<i>109</i>	<i>5</i>	<i>44</i>	<i>5</i>	<i>22</i>	

Community College Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Howard Community College	Hispanic (of any race)	-	-	3	4	-	2	-	-	-	-	-	-	-	-	-	-
	Black or African-American	-	6	9	21	2	18	22	13	-	-	2	3	1	2	-	4
	White	7	24	42	98	1	52	14	9	-	-	2	20	-	2	-	5
	American Indian/Alaska Native	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	1	1	10	8	1	8	1	7	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	2	4	-	1	-	-	-	-	-	-	-	1	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	1	1	2	-	1	5	7	-	-	-	1	-	-	-	-
<i>Total</i>	8	32	68	137	4	82	42	36	-	-	4	24	1	5	-	9	
Montgomery College	Hispanic (of any race)	2	3	9	11	2	15	16	8	-	-	-	1	-	-	-	2
	Black or African-American	10	16	39	81	11	72	72	18	-	-	2	5	1	6	1	1
	White	43	58	115	153	8	97	73	24	-	1	4	11	-	14	1	1
	American Indian/Alaska Native	1	-	2	-	-	-	1	-	-	-	-	-	-	-	-	-
	Asian	5	6	25	20	1	21	14	1	-	-	5	2	-	1	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
	Two or More Races	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	4	4	18	23	6	29	43	40	-	-	1	1	1	2	-	1
<i>Total</i>	65	87	209	288	28	234	219	92	-	1	12	20	2	23	2	5	
Prince George's Community College	Hispanic (of any race)	1	-	3	6	1	2	2	2	-	-	3	3	-	1	6	1
	Black or African-American	12	21	42	84	10	97	62	20	-	-	64	46	23	93	44	29
	White	9	15	33	41	1	18	9	2	-	-	12	14	12	17	11	6
	American Indian/Alaska Native	1	-	-	-	-	2	2	-	-	-	-	2	-	-	-	-
	Asian	-	-	6	4	-	1	2	1	-	-	5	2	1	2	3	1
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	2	3	12	1	6	3	1	-	-	2	6	6	3	4	2
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	4	1	1	2	3	1	-	-	7	10	1	2	1	1
<i>Total</i>	23	38	91	148	14	128	83	27	-	-	93	81	45	118	69	40	

Community College Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Wor-Wic Community College	Hispanic (of any race)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Black or African-American	-	-	3	1	-	4	8	5	-	-	-	2	-	2	2	-
	White	3	5	14	38	-	45	11	5	-	-	-	2	-	12	6	2
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	2	1	-	-	1	-	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>3</i>	<i>5</i>	<i>19</i>	<i>40</i>	<i>-</i>	<i>49</i>	<i>20</i>	<i>10</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>4</i>	<i>-</i>	<i>14</i>	<i>8</i>	<i>2</i>	
Community College Total	Hispanic (of any race)	7	5	22	47	5	25	23	15	-	-	11	17	11	30	14	7
	Black or African-American	52	91	180	390	47	344	290	124	-	2	125	159	72	196	89	54
	White	213	327	567	1,092	77	845	397	166	2	3	180	404	182	419	128	99
	American Indian/Alaska Native	3	1	4	2	-	6	6	-	-	-	-	2	2	1	-	1
	Asian	8	9	50	58	3	33	20	9	-	-	12	11	10	13	3	3
	Hawaiian/Pacific Islander	-	-	-	-	-	1	-	1	-	-	2	-	1	1	-	-
	Two or More Races	1	3	14	32	4	16	14	3	-	-	14	18	19	17	8	5
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	4	6	27	31	8	33	55	48	-	-	9	16	2	7	1	3
	<i>Total</i>	<i>288</i>	<i>442</i>	<i>864</i>	<i>1,652</i>	<i>144</i>	<i>1,303</i>	<i>805</i>	<i>366</i>	<i>2</i>	<i>5</i>	<i>353</i>	<i>627</i>	<i>299</i>	<i>684</i>	<i>243</i>	<i>172</i>

Notes:
 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals

**Community College Faculty by
Principal Occupational Assignment, Fall 2012**

Community College Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time				Part-Time			
		Instructional		Public Service		Instructional		Public Service	
		M	F	M	F	M	F	M	F
Allegany College of Maryland	Hispanic (of any race)	1	-	-	-	-	-	-	1
	Black or African-American	-	1	-	-	-	2	-	2
	White	41	65	1	-	74	122	34	55
	American Indian/Alaska Native	-	-	-	-	1	-	-	1
	Asian	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	1
	<i>Total</i>	<i>42</i>	<i>66</i>	<i>1</i>	<i>-</i>	<i>75</i>	<i>124</i>	<i>34</i>	<i>60</i>
Anne Arundel Community College	Hispanic (of any race)	4	1	-	-	4	8	4	3
	Black or African-American	7	17	-	-	36	65	3	16
	White	87	131	-	-	323	446	60	151
	American Indian/Alaska Native	-	-	-	-	3	1	-	1
	Asian	4	6	-	-	12	15	4	10
	Hawaiian/Pacific Islander	-	1	-	-	-	-	-	-
	Two or More Races	-	3	-	-	9	9	4	7
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	2	-	1
	<i>Total</i>	<i>102</i>	<i>159</i>	<i>-</i>	<i>-</i>	<i>387</i>	<i>546</i>	<i>75</i>	<i>189</i>
Carroll Community College	Hispanic (of any race)	-	1	-	-	3	3	3	1
	Black or African-American	-	1	-	-	3	7	1	1
	White	19	54	-	-	67	123	47	96
	American Indian/Alaska Native	-	-	-	-	-	1	-	-
	Asian	1	-	-	-	1	2	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	1	-	-	-	1	4	1	-
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	1	-	1
	<i>Total</i>	<i>21</i>	<i>56</i>	<i>-</i>	<i>-</i>	<i>75</i>	<i>141</i>	<i>52</i>	<i>99</i>

Community College Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time				Part-Time			
		Instructional		Public Service		Instructional		Public Service	
		M	F	M	F	M	F	M	F
Cecil College	Hispanic (of any race)	1	-	-	-	1	-	-	1
	Black or African-American	1	1	-	-	4	2	1	-
	White	13	29	-	-	66	76	15	33
	American Indian/Alaska Native	-	-	-	-	-	-	-	-
	Asian	1	1	-	-	1	1	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	-	1
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	1	-	-
	<i>Total</i>	<i>16</i>	<i>31</i>	<i>-</i>	<i>-</i>	<i>72</i>	<i>80</i>	<i>16</i>	<i>35</i>
College of Southern Maryland	Hispanic (of any race)	1	4	-	-	4	6	-	-
	Black or African-American	4	11	-	-	37	44	-	-
	White	47	52	-	-	135	206	-	-
	American Indian/Alaska Native	1	-	-	-	-	2	-	-
	Asian	1	1	-	-	3	3	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	3	-	-	-	5	9	-	-
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	1	-	-
	<i>Total</i>	<i>57</i>	<i>68</i>	<i>-</i>	<i>-</i>	<i>184</i>	<i>271</i>	<i>-</i>	<i>-</i>
Chesapeake College	Hispanic (of any race)	-	1	-	-	-	-	-	-
	Black or African-American	1	1	-	-	-	2	-	-
	White	18	32	-	-	28	35	2	3
	American Indian/Alaska Native	-	-	-	-	1	-	-	-
	Asian	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	1	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	1	-	-	-	-	-	-	-
	<i>Total</i>	<i>21</i>	<i>34</i>	<i>-</i>	<i>-</i>	<i>29</i>	<i>37</i>	<i>2</i>	<i>3</i>

Community College Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time				Part-Time			
		Instructional		Public Service		Instructional		Public Service	
		M	F	M	F	M	F	M	F
Community College of Baltimore County	Hispanic (of any race)	6	5	-	-	9	15	1	7
	Black or African-American	19	42	1	2	59	99	23	78
	White	135	183	4	-	319	364	123	207
	American Indian/Alaska Native	1	1	-	-	-	1	1	1
	Asian	4	11	-	-	13	14	3	7
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	5	5	-	-	19	20	10	13
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	5	5	-	-	10	10	3	9
	<i>Total</i>	<i>175</i>	<i>252</i>	<i>5</i>	<i>2</i>	<i>429</i>	<i>523</i>	<i>164</i>	<i>322</i>
Baltimore City Community College	Hispanic (of any race)	-	1	-	-	-	-	1	1
	Black or African-American	24	34	-	-	68	62	35	67
	White	17	25	-	-	16	20	10	32
	American Indian/Alaska Native	-	-	-	-	1	-	-	-
	Asian	2	3	-	-	4	1	-	9
	Hawaiian/Pacific Islander	-	-	-	-	1	-	1	-
	Two or More Races	-	-	-	-	1	-	1	-
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	8	3	-	-	-	-	-	-
	<i>Total</i>	<i>51</i>	<i>66</i>	<i>-</i>	<i>-</i>	<i>91</i>	<i>83</i>	<i>48</i>	<i>109</i>
Frederick Community College	Hispanic (of any race)	-	2	-	-	5	5	1	-
	Black or African-American	5	4	-	-	8	11	2	2
	White	36	48	-	4	170	246	7	32
	American Indian/Alaska Native	-	-	-	-	-	1	-	-
	Asian	1	2	-	-	7	10	1	2
	Hawaiian/Pacific Islander	-	-	-	-	-	1	-	-
	Two or More Races	-	-	-	-	7	6	-	-
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-
	<i>Total</i>	<i>42</i>	<i>56</i>	<i>-</i>	<i>4</i>	<i>197</i>	<i>280</i>	<i>11</i>	<i>36</i>

Community College Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time				Part-Time			
		Instructional		Public Service		Instructional		Public Service	
		M	F	M	F	M	F	M	F
Garrett College	Hispanic (of any race)	-	-	-	-	-	-	-	-
	Black or African-American	-	-	-	-	-	-	-	-
	White	13	8	-	-	41	42	-	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	-
	Asian	1	1	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-
	<i>Total</i>	<i>14</i>	<i>9</i>	-	-	<i>41</i>	<i>42</i>	-	-
Hagerstown Community College	Hispanic (of any race)	1	-	-	-	-	1	-	-
	Black or African-American	-	3	-	-	-	-	1	-
	White	26	47	-	-	67	84	25	22
	American Indian/Alaska Native	-	-	-	-	-	1	-	-
	Asian	-	-	-	-	1	1	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	1	2	-	-	15	15	1	1
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-
	<i>Total</i>	<i>28</i>	<i>52</i>	-	-	<i>83</i>	<i>102</i>	<i>27</i>	<i>23</i>
Harford Community College	Hispanic (of any race)	1	1	-	-	1	3	-	5
	Black or African-American	3	2	-	-	7	9	1	4
	White	44	51	-	1	110	145	48	60
	American Indian/Alaska Native	-	-	-	-	1	-	-	-
	Asian	-	2	-	-	-	3	1	-
	Hawaiian/Pacific Islander	-	-	-	-	-	1	1	-
	Two or More Races	-	-	-	-	1	3	-	-
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	1	1	-	-	1	2	-	-
	<i>Total</i>	<i>49</i>	<i>57</i>	-	<i>1</i>	<i>121</i>	<i>166</i>	<i>51</i>	<i>69</i>

Community College Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time				Part-Time			
		Instructional		Public Service		Instructional		Public Service	
		M	F	M	F	M	F	M	F
Howard Community College	Hispanic (of any race)	-	3	-	-	3	6	2	3
	Black or African-American	9	13	-	-	23	72	3	16
	White	42	84	-	-	150	216	27	55
	American Indian/Alaska Native	-	-	-	-	-	2	1	-
	Asian	3	9	-	-	9	29	2	2
	Hawaiian/Pacific Islander	-	-	-	-	1	1	-	-
	Two or More Races	1	-	-	-	4	6	-	-
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	4	9	-	-	8	23	-	1
	<i>Total</i>	<i>59</i>	<i>118</i>	-	-	<i>198</i>	<i>355</i>	<i>35</i>	<i>77</i>
Montgomery College	Hispanic (of any race)	7	10	-	-	18	29	-	-
	Black or African-American	28	40	-	-	89	142	-	-
	White	149	220	-	-	393	446	-	-
	American Indian/Alaska Native	2	4	-	-	1	6	-	-
	Asian	16	14	-	-	35	50	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	-	1	-	-	1	2	-	-
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	21	31	-	-	52	95	-	-
	<i>Total</i>	<i>223</i>	<i>320</i>	-	-	<i>589</i>	<i>770</i>	-	-
Prince George's Community College	Hispanic (of any race)	-	4	-	-	10	9	13	10
	Black or African-American	21	49	-	-	141	211	114	249
	White	64	81	2	-	110	100	99	135
	American Indian/Alaska Native	-	-	-	-	1	1	-	3
	Asian	3	9	-	-	14	11	8	11
	Hawaiian/Pacific Islander	-	-	-	-	-	2	-	1
	Two or More Races	2	2	-	-	33	54	25	32
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	3	-	-	-	2	-	1
	<i>Total</i>	<i>90</i>	<i>148</i>	<i>2</i>	-	<i>309</i>	<i>390</i>	<i>259</i>	<i>442</i>

Community College Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time				Part-Time			
		Instructional		Public Service		Instructional		Public Service	
		M	F	M	F	M	F	M	F
Wor-Wic Community College	Hispanic (of any race)	-	-	-	-	1	-	1	2
	Black or African-American	1	1	-	-	5	8	2	4
	White	23	41	1	1	40	68	27	29
	American Indian/Alaska Native	-	-	-	-	-	-	-	-
	Asian	-	1	-	-	-	3	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	-	1	-	-	-	1	-	1
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-
	<i>Total</i>	<i>24</i>	<i>44</i>	<i>1</i>	<i>1</i>	<i>46</i>	<i>80</i>	<i>30</i>	<i>36</i>
Community College Total	Hispanic (of any race)	22	33	-	-	59	85	26	34
	Black or African-American	123	220	1	2	480	736	186	439
	White	774	1,151	8	6	2,109	2,739	524	910
	American Indian/Alaska Native	4	5	-	-	9	16	2	6
	Asian	37	60	-	-	100	143	19	41
	Hawaiian/Pacific Islander	-	1	-	-	2	5	2	1
	Two or More Races	14	14	-	-	96	129	42	55
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	40	52	-	-	71	137	3	14
	<i>Total</i>	<i>1,014</i>	<i>1,536</i>	<i>9</i>	<i>8</i>	<i>2,926</i>	<i>3,990</i>	<i>804</i>	<i>1,500</i>

Note: Includes only faculty designated as primarily Instructional, Instructional Combined with Research and/or Public Service, and Public Service (IPEDS Principal Occupational Assignment codes 15, 16, and 18). Administrators are not included if their principal occupational assignment is not one of the above codes, regardless of tenure status. Maryland community colleges do not have any research faculty.

Community College Faculty by Principal Occupational Code by Sex, Fall 2012

		Full-Time				Part-Time			
		Instructional		Public Service		Instructional		Public Service	
		M	F	M	F	M	F	M	F
Wor-Wic Community College	Hispanic (of any race)	-	-	-	-	1	-	1	2
	Black or African-American	1	1	-	-	5	8	2	4
	White	23	41	1	1	40	68	27	29
	American Indian/Alaska Native	-	-	-	-	-	-	-	-
	Asian	-	1	-	-	-	3	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
	Two or More Races	-	1	-	-	-	1	-	1
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-
	<i>Total</i>	<i>24</i>	<i>44</i>	<i>1</i>	<i>1</i>	<i>46</i>	<i>80</i>	<i>30</i>	<i>36</i>
Community College Total	Hispanic (of any race)	22	33	-	-	59	85	26	34
	Black or African-American	123	220	1	2	480	736	186	439
	White	774	1,151	8	6	2,109	2,739	524	910
	American Indian/Alaska Native	4	5	-	-	9	16	2	6
	Asian	37	60	-	-	100	143	19	41
	Hawaiian/Pacific Islander	-	1	-	-	2	5	2	1
	Two or More Races	14	14	-	-	96	129	42	55
	Unknown	-	-	-	-	-	-	-	-
	Non-resident Alien	40	52	-	-	71	137	3	14
	Total	1,014	1,536	9	8	2,926	3,990	804	1,500

Note: Includes only faculty designated as primarily Instructional, Instructional Combined with Research and/or Public Service, and Public Service (IPEDS Principal Occupational Assignment codes 15, 16, and 18). Administrators are not included if their principal occupational assignment is not one of the above codes, regardless of tenure status. Maryland community colleges do not have any research faculty.

Community College Faculty by Tenure Status, Fall 2012

Community College Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time					
		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty	
		M	F	M	F	M	F	M	F	M	F	M	F
Allegany College of Maryland	Hispanic (of any race)	-	-	1	-	-	-	-	-	-	-	-	-
	Black or African-American	-	-	-	1	-	-	-	-	-	-	-	-
	White	27	44	10	15	2	5	-	1	-	-	6	7
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
	<i>Total</i>	27	44	11	16	2	5	-	1	-	-	6	7
Anne Arundel Community College	Hispanic (of any race)	1	-	1	-	2	1	-	-	-	-	8	11
	Black or African-American	2	10	1	3	4	4	-	-	1	-	38	81
	White	43	71	4	10	40	50	-	1	1	-	382	596
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	3	2
	Asian	3	3	-	1	1	2	-	-	-	1	16	24
	Hawaiian/Pacific Islander	-	-	-	-	-	1	-	-	-	-	-	-
	Two or More Races	-	1	-	-	-	2	-	-	-	-	13	16
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	3
	<i>Total</i>	49	85	6	14	47	60	-	1	2	1	460	733
Carroll Community College	Hispanic (of any race)	-	-	-	-	-	1	-	-	-	-	3	3
	Black or African-American	-	-	-	-	-	1	-	-	-	-	3	7
	White	-	-	-	-	20	57	-	-	-	-	67	123
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	1
	Asian	-	-	-	-	1	-	-	-	-	-	1	2
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	1	-	-	-	-	-	1	4
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	1
	<i>Total</i>	-	-	-	-	22	59	-	-	-	-	75	141

Community College Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time						
		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty		
		M	F	M	F	M	F	M	F	M	F	M	F	
Cecil College	Hispanic (of any race)	-	-	-	-	1	-	-	-	-	-	-	1	-
	Black or African-American	-	-	-	-	1	1	-	-	-	-	-	4	2
	White	2	1	-	-	11	28	-	-	-	-	-	66	76
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	1	1	-	-	-	-	-	1	1
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-	1
	<i>Total</i>	2	1	-	-	14	30	-	-	-	-	-	72	80
College of Southern Maryland	Hispanic (of any race)	1	2	-	-	-	2	-	1	-	-	4	5	
	Black or African-American	3	5	-	4	1	3	-	-	-	-	32	41	
	White	37	41	5	5	4	5	-	4	1	1	127	183	
	American Indian/Alaska Native	1	-	-	-	-	-	-	-	-	-	-	2	
	Asian	1	1	-	-	-	-	-	-	-	-	3	2	
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	
	Two or More Races	3	-	-	-	-	-	-	-	-	-	4	7	
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	1	
	<i>Total</i>	46	49	5	9	5	10	-	5	1	1	170	241	
Chesapeake College	Hispanic (of any race)	-	-	-	-	-	1	-	-	-	-	-	-	
	Black or African-American	-	-	-	-	1	1	-	-	-	-	-	2	
	White	2	-	-	-	16	37	-	-	-	-	27	37	
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	1	-	
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	
	Two or More Races	-	-	-	-	1	-	-	-	-	-	-	1	
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	
	Non-resident Alien	-	-	-	-	1	-	-	-	-	-	-	-	
	<i>Total</i>	2	-	-	-	19	39	-	-	-	-	28	40	

Community College Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time					
		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty	
		M	F	M	F	M	F	M	F	M	F	M	F
Community College of Baltimore County	Hispanic (of any race)	-	-	-	-	-	-	-	-	-	-	-	-
	Black or African-American	3	3	-	-	-	-	-	-	-	-	-	-
	White	47	42	-	-	-	-	-	-	-	-	-	-
	American Indian/Alaska Native	2	1	-	-	-	-	-	-	-	-	-	-
	Asian	1	1	-	-	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	1	-	-	-	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
	<i>Total</i>	<i>54</i>	<i>47</i>	-	-	-	-	-	-	-	-	-	-
Frederick Community College	Hispanic (of any race)	-	-	-	-	-	2	-	-	-	-	5	5
	Black or African-American	-	-	-	-	5	4	-	-	-	-	8	11
	White	-	-	-	-	36	48	-	-	-	-	170	246
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	1
	Asian	-	-	-	-	1	2	-	-	-	-	7	10
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	1
	Two or More Races	-	-	-	-	-	-	-	-	-	-	7	6
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
	<i>Total</i>	-	-	-	-	<i>42</i>	<i>56</i>	-	-	-	-	<i>197</i>	<i>280</i>
Garrett College	Hispanic (of any race)	-	-	-	-	-	-	-	-	-	-	-	-
	Black or African-American	-	-	-	-	-	-	-	-	-	-	-	-
	White	8	3	5	5	-	-	-	-	-	-	41	42
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	1	-	-	1	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
	<i>Total</i>	<i>9</i>	<i>3</i>	<i>5</i>	<i>6</i>	-	-	-	-	-	-	<i>41</i>	<i>42</i>

Community College Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time					
		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty	
		M	F	M	F	M	F	M	F	M	F	M	F
Hagerstown Community College	Hispanic (of any race)	-	-	1	-	-	-	-	-	-	-	-	-
	Black or African-American	-	-	-	3	-	-	-	-	-	-	-	-
	White	9	23	17	24	-	-	-	-	-	-	-	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	1	1	1	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
	<i>Total</i>	9	24	19	28	-	-	-	-	-	-	-	-
Harford Community College	Hispanic (of any race)	1	-	-	1	-	-	-	-	-	-	-	-
	Black or African-American	1	1	-	-	2	1	-	-	-	-	-	-
	White	28	24	5	5	14	24	-	-	-	-	-	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	1	-	1	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	1	1	-	-	-	-	-	-
	<i>Total</i>	30	25	5	7	17	27	-	-	-	-	-	-
Howard Community College	Hispanic (of any race)	-	-	-	-	-	3	-	-	-	-	5	9
	Black or African-American	-	-	-	-	9	13	-	-	-	-	26	88
	White	-	-	-	-	42	84	-	-	-	-	177	271
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	1	2
	Asian	-	-	-	-	3	9	-	-	-	-	11	31
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	1	1
	Two or More Races	-	-	-	-	1	-	-	-	-	-	4	6
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	4	9	-	-	-	-	8	24
	<i>Total</i>	-	-	-	-	59	118	-	-	-	-	233	432

Community College Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time					
		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty	
		M	F	M	F	M	F	M	F	M	F	M	F
Montgomery College	Hispanic (of any race)	-	-	-	-	7	13	-	-	-	-	18	29
	Black or African-American	-	-	-	-	36	59	-	-	-	-	89	142
	White	13	5	-	-	150	243	6	1	-	-	387	446
	American Indian/Alaska Native	-	-	-	-	2	4	-	-	-	-	1	6
	Asian	-	2	-	-	17	13	-	-	-	-	35	50
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	1	-	-	-	-	1	2
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	22	33	-	-	-	-	52	95
	<i>Total</i>	<i>13</i>	<i>7</i>	-	-	<i>234</i>	<i>366</i>	<i>6</i>	<i>1</i>	-	-	<i>583</i>	<i>770</i>
Prince George's Community College	Hispanic (of any race)	-	4	-	1	-	-	-	-	-	-	13	8
	Black or African-American	6	26	13	27	5	5	-	-	-	1	145	243
	White	39	55	28	25	2	6	1	-	1	-	132	129
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	2	2
	Asian	1	4	3	5	-	-	-	-	-	-	12	8
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	1	1	1	1	-	-	-	-	-	4	8
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	3	1	-	-	-	-	-	-	2
	<i>Total</i>	<i>46</i>	<i>90</i>	<i>45</i>	<i>62</i>	<i>9</i>	<i>11</i>	<i>1</i>	-	<i>1</i>	<i>1</i>	<i>308</i>	<i>400</i>
Wor-Wic Community College	Hispanic (of any race)	-	-	-	-	-	-	-	-	-	-	1	-
	Black or African-American	-	-	-	-	1	1	-	-	-	-	5	8
	White	-	-	-	-	23	41	-	-	-	-	40	68
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	1	-	-	-	-	-	3
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	1	-	-	-	-	-	1
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
	<i>Total</i>	-	-	-	-	<i>24</i>	<i>44</i>	-	-	-	-	<i>46</i>	<i>80</i>

Community College Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time					
		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty		Tenured		Non-tenured but on Track		Other Non-Tenured Faculty	
		M	F	M	F	M	F	M	F	M	F	M	F
Community College Total	Hispanic (of any race)	3	6	3	2	10	23	-	1	-	-	58	70
	Black or African-American	15	45	14	38	65	93	-	-	1	1	350	625
	White	255	309	74	89	360	628	7	7	3	1	1,622	2,224
	American Indian/Alaska Native	3	1	-	-	2	4	-	-	-	-	8	16
	Asian	7	11	3	8	24	29	-	-	-	1	86	131
	Hawaiian/Pacific Islander	-	-	-	-	-	1	-	-	-	-	1	2
	Two or More Races	4	3	2	2	4	4	-	-	-	-	34	51
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	3	29	43	-	-	-	-	60	127
	Total	287	375	96	142	494	825	7	8	4	3	2,219	3,246

Note: Faculty figures include all personnel holding faculty rank or eligible for tenure, such as administrators. These figures are not an exact match for other calculations which only include instructional, research, or public service faculty. Baltimore City Community College discontinued its tenure system in 1990.

**Four-Year Staff by
Principal Occupational Assignment, Fall 2012**

Four-Year Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Bowie State University	Hispanic (of any race)	2	-	-	1	1	1	1	1	-	-	-	-	-	-	-	-
	Black or African-American	32	33	40	83	11	64	30	7	-	-	12	6	5	7	-	1
	White	4	5	3	16	-	3	5	2	-	-	-	2	-	-	-	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	1	3	3	-	-	-	-	-	-	-	-	-	-	-	1
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	1	2	-	1	2	1	-	-	1	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	4	2	-	1	-	-	-	-	1	-	-	1	-	-
<i>Total</i>	<i>38</i>	<i>39</i>	<i>51</i>	<i>107</i>	<i>12</i>	<i>70</i>	<i>38</i>	<i>10</i>	-	-	<i>14</i>	<i>8</i>	<i>5</i>	<i>8</i>	-	<i>2</i>	
Coppin State University	Hispanic (of any race)	-	1	2	1	-	-	1	1	-	-	-	-	-	-	-	-
	Black or African-American	33	46	45	58	13	77	36	18	-	2	11	17	15	17	1	3
	White	7	3	11	2	-	-	4	2	-	-	-	2	1	-	-	-
	American Indian/Alaska Native	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	3	-	7	2	-	-	-	-	-	-	1	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	1	3	1	1	1	1	-	-	-	-	-	2	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>43</i>	<i>52</i>	<i>69</i>	<i>64</i>	<i>14</i>	<i>78</i>	<i>42</i>	<i>21</i>	-	<i>2</i>	<i>11</i>	<i>20</i>	<i>18</i>	<i>17</i>	<i>1</i>	<i>3</i>	
Frostburg State University	Hispanic (of any race)	-	1	-	-	-	-	1	-	-	-	3	1	-	3	-	-
	Black or African-American	3	4	3	1	-	3	-	1	-	-	1	2	6	4	-	-
	White	41	32	52	85	12	91	91	42	-	1	36	80	18	41	7	3
	American Indian/Alaska Native	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	2	-	-	-	-	1	-	1	-	-	3	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	1	-	4	-	-	3	2	3	-	-	1	-	1	2	1	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	1	-	-	-	-	-	-	-	4	6	-	-	-	-
<i>Total</i>	<i>47</i>	<i>37</i>	<i>61</i>	<i>86</i>	<i>12</i>	<i>98</i>	<i>94</i>	<i>47</i>	-	<i>1</i>	<i>48</i>	<i>89</i>	<i>25</i>	<i>50</i>	<i>8</i>	<i>3</i>	

Four-Year Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Salisbury University	Hispanic (of any race)	2	1	1	2	-	1	3	3	-	-	-	3	2	5	2	4
	Black or African-American	5	4	4	17	1	13	38	47	-	1	6	7	19	35	53	110
	White	40	48	74	98	12	82	70	23	-	-	33	54	17	57	26	42
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
	Asian	1	-	1	1	-	1	1	-	-	-	-	2	2	2	2	1
	Hawaiian/Pacific Islander	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1
	Two or More Races	-	-	-	7	-	-	1	-	-	-	-	2	5	2	-	5
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-
<i>Total</i>	<i>48</i>	<i>53</i>	<i>81</i>	<i>125</i>	<i>13</i>	<i>97</i>	<i>114</i>	<i>73</i>	<i>-</i>	<i>1</i>	<i>39</i>	<i>69</i>	<i>45</i>	<i>101</i>	<i>84</i>	<i>163</i>	
Towson University	Hispanic (of any race)	4	-	7	4	1	3	4	1	-	-	2	6	1	-	-	1
	Black or African-American	13	13	36	57	10	58	47	11	-	-	21	16	2	9	3	4
	White	112	115	198	236	25	193	137	17	-	2	53	128	6	34	6	28
	American Indian/Alaska Native	-	-	-	-	-	-	1	-	-	-	2	-	-	-	-	-
	Asian	5	3	5	12	-	5	1	2	-	-	2	10	-	-	-	1
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	1	1	5	5	1	3	1	-	-	-	6	12	1	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	1	-	-	-	-	-	-	-	10	16	1	-	2	-
<i>Total</i>	<i>135</i>	<i>132</i>	<i>252</i>	<i>314</i>	<i>37</i>	<i>262</i>	<i>191</i>	<i>31</i>	<i>-</i>	<i>2</i>	<i>96</i>	<i>188</i>	<i>11</i>	<i>43</i>	<i>11</i>	<i>34</i>	
University of Baltimore	Hispanic (of any race)	2	2	1	2	-	2	1	-	-	-	1	1	-	-	-	
	Black or African-American	5	9	12	43	6	30	28	27	-	-	1	6	4	25	-	
	White	38	46	67	84	5	18	16	5	1	-	7	21	4	10	-	
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Asian	3	1	5	4	1	-	-	1	-	-	1	1	1	-	-	
	Hawaiian/Pacific Islander	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	
	Two or More Races	1	2	3	5	-	1	-	1	-	-	-	1	-	1	-	
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<i>Total</i>	<i>49</i>	<i>60</i>	<i>88</i>	<i>139</i>	<i>12</i>	<i>51</i>	<i>45</i>	<i>34</i>	<i>1</i>	<i>-</i>	<i>9</i>	<i>30</i>	<i>10</i>	<i>36</i>	<i>-</i>		

Four-Year Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University of Maryland Baltimore	Hispanic (of any race)	4	8	19	26	-	1	4	5	-	-	2	6	3	6	2	5
	Black or African-American	29	80	83	339	29	184	184	196	-	1	22	45	32	66	12	32
	White	147	247	376	694	22	103	112	95	10	17	62	201	72	137	89	166
	American Indian/Alaska Native	-	-	1	2	-	1	1	-	-	-	-	-	-	1	1	-
	Asian	6	13	103	170	3	3	6	9	1	2	18	31	9	14	12	20
	Hawaiian/Pacific Islander	-	-	1	2	-	-	-	2	-	-	-	-	-	-	-	1
	Two or More Races	3	3	9	24	-	3	-	-	-	-	3	8	3	6	1	6
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	1	-	52	69	-	1	-	-	-	-	7	8	1	2	15	31
<i>Total</i>	<i>190</i>	<i>351</i>	<i>644</i>	<i>1,326</i>	<i>54</i>	<i>296</i>	<i>307</i>	<i>307</i>	<i>11</i>	<i>20</i>	<i>114</i>	<i>299</i>	<i>120</i>	<i>232</i>	<i>132</i>	<i>261</i>	
University of Maryland Baltimore County	Hispanic (of any race)	1	5	6	4	-	4	3	-	-	-	1	-	-	-	-	
	Black or African-American	13	41	34	71	4	68	24	10	-	-	1	1	-	3	3	1
	White	106	113	167	238	10	111	64	10	1	3	8	21	-	11	3	5
	American Indian/Alaska Native	-	-	-	2	-	-	-	-	-	-	1	-	-	-	-	-
	Asian	3	4	6	20	-	2	3	-	-	1	1	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	1	1	-	2	-	-	-	-	-	-	-	-	-	-
	Two or More Races	1	-	1	2	1	-	-	1	-	-	-	-	-	1	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	1	-	2	1	-	-	-	-	-	-	-	1	-	-	-	-
<i>Total</i>	<i>125</i>	<i>163</i>	<i>217</i>	<i>339</i>	<i>15</i>	<i>187</i>	<i>94</i>	<i>21</i>	<i>1</i>	<i>4</i>	<i>11</i>	<i>24</i>	<i>-</i>	<i>15</i>	<i>6</i>	<i>6</i>	
University of Maryland College Park	Hispanic (of any race)	3	1	56	82	9	19	84	177	-	-	-	2	2	2	7	28
	Black or African-American	9	18	216	428	37	99	303	144	-	-	2	6	5	11	14	23
	White	89	77	833	1,086	37	181	358	61	2	2	19	69	1	41	4	8
	American Indian/Alaska Native	-	-	3	2	-	5	4	1	-	-	-	-	2	-	-	-
	Asian	9	2	106	186	10	17	42	23	-	-	1	3	1	1	-	4
	Hawaiian/Pacific Islander	-	-	4	-	1	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	5	6	102	130	6	24	20	15	1	-	-	4	1	2	1	3
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	9	12	-	-	6	27	-	-	-	-	-	-	1	3
<i>Total</i>	<i>115</i>	<i>104</i>	<i>1,329</i>	<i>1,926</i>	<i>100</i>	<i>345</i>	<i>817</i>	<i>448</i>	<i>3</i>	<i>2</i>	<i>22</i>	<i>84</i>	<i>12</i>	<i>57</i>	<i>27</i>	<i>69</i>	

Four-Year Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University of Maryland Eastern Shore	Hispanic (of any race)	-	-	3	-	-	2	5	1	-	-	-	-	-	-	-	-
	Black or African-American	34	41	44	69	4	73	95	47	-	-	4	3	-	1	1	-
	White	12	5	28	22	3	15	15	4	-	-	2	1	-	1	1	-
	American Indian/Alaska Native	-	1	-	1	-	1	-	-	-	-	-	-	-	-	-	-
	Asian	1	-	2	3	-	-	-	1	-	-	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	1	-	2	-	-	1	2	-	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>49</i>	<i>47</i>	<i>79</i>	<i>95</i>	<i>7</i>	<i>92</i>	<i>117</i>	<i>53</i>	<i>-</i>	<i>-</i>	<i>6</i>	<i>4</i>	<i>-</i>	<i>2</i>	<i>2</i>	<i>-</i>	
University of Maryland University College	Hispanic (of any race)	4	2	4	14	1	6	-	-	-	-	-	1	-	-	-	-
	Black or African-American	19	48	44	178	12	65	1	1	-	-	-	2	-	3	-	-
	White	61	106	109	163	5	18	6	-	-	2	1	13	-	6	1	-
	American Indian/Alaska Native	-	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-
	Asian	8	11	18	27	1	1	-	-	-	-	-	-	1	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
	Two or More Races	12	18	19	47	3	10	-	-	-	-	-	1	-	2	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	3	1	6	14	-	1	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>107</i>	<i>186</i>	<i>201</i>	<i>443</i>	<i>23</i>	<i>103</i>	<i>7</i>	<i>1</i>	<i>-</i>	<i>2</i>	<i>1</i>	<i>17</i>	<i>1</i>	<i>11</i>	<i>1</i>	<i>-</i>	
Morgan State University	Hispanic (of any race)	4	2	2	1	-	2	2	1	-	1	1	-	2	1	-	-
	Black or African-American	115	121	40	81	34	175	181	71	20	8	20	40	56	62	28	21
	White	17	6	6	6	3	2	3	2	3	1	3	-	1	-	1	1
	American Indian/Alaska Native	-	-	-	1	1	1	1	-	-	-	-	-	2	-	-	-
	Asian	4	3	3	1	-	4	-	1	-	-	1	-	-	2	1	1
	Hawaiian/Pacific Islander	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-
	Two or More Races	27	33	7	10	2	13	20	6	1	5	1	3	6	-	-	2
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	3	12	4	1	1	3	4	4	-	1	8	13	11	10	1	1
<i>Total</i>	<i>170</i>	<i>177</i>	<i>62</i>	<i>102</i>	<i>41</i>	<i>200</i>	<i>211</i>	<i>85</i>	<i>24</i>	<i>16</i>	<i>35</i>	<i>56</i>	<i>78</i>	<i>75</i>	<i>31</i>	<i>26</i>	

Four-Year Staff by Principal Occupational Assignment, Fall 2012

		Full-Time								Part-Time							
		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other		Administrative/ Managerial		Professional Staff		Clerical/ Secretarial		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
St. Mary's College of Maryland	Hispanic (of any race)	-	1	-	5	1	2	-	-	-	-	-	1	-	-	-	-
	Black or African-American	4	1	5	4	-	7	14	15	-	-	1	1	-	-	-	-
	White	13	17	44	50	3	32	30	10	-	-	14	15	1	10	-	5
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	1	2	-	1	-	-	-	-	1	2	-	-	-	1
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	1	-	-	-	2	-	-	-	1	1	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-
<i>Total</i>	<i>17</i>	<i>19</i>	<i>51</i>	<i>61</i>	<i>4</i>	<i>42</i>	<i>46</i>	<i>25</i>	<i>-</i>	<i>-</i>	<i>17</i>	<i>23</i>	<i>1</i>	<i>10</i>	<i>-</i>	<i>6</i>	
Four-Year Total	Hispanic (of any race)	20	20	96	126	12	35	108	189	-	1	8	20	10	17	11	38
	Black or African-American	290	402	550	1,208	143	821	952	567	20	12	101	144	140	215	115	195
	White	588	668	1,792	2,533	127	813	889	268	16	26	230	573	117	332	137	258
	American Indian/Alaska Native	-	2	5	8	1	8	7	1	-	-	3	-	4	1	2	-
	Asian	34	26	237	400	13	34	53	37	1	3	27	49	12	19	15	29
	Hawaiian/Pacific Islander	-	-	6	4	1	2	1	2	-	-	1	-	-	-	-	2
	Two or More Races	39	44	135	181	11	49	51	26	2	5	13	30	19	13	3	16
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	6	12	75	85	1	5	10	31	-	1	30	48	13	13	19	35
<i>Total</i>	<i>977</i>	<i>1,174</i>	<i>2,896</i>	<i>4,545</i>	<i>309</i>	<i>1,767</i>	<i>2,071</i>	<i>1,121</i>	<i>39</i>	<i>48</i>	<i>413</i>	<i>864</i>	<i>315</i>	<i>610</i>	<i>302</i>	<i>573</i>	

Notes:
 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals

**Four-Year Faculty by
Principal Occupational Assignment, Fall 2012**

Four-Year Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time						Part-Time					
		Instructional		Research		Public Service		Instructional		Research		Public Service	
		M	F	M	F	M	F	M	F	M	F	M	F
Bowie State University	Hispanic (of any race)	5	4	-	-	-	-	2	2	1	-	-	-
	Black or African-American	70	87	-	-	-	-	70	81	3	9	-	-
	White	21	13	-	-	-	-	9	11	-	-	-	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	1	-	-	-	-
	Asian	7	3	-	-	-	-	2	1	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	2	-	-	-	-	4	6	1	2	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	4	-	-	-	-	-	1	2	1	5	-	-
<i>Total</i>	<i>107</i>	<i>109</i>	-	-	-	-	<i>88</i>	<i>104</i>	<i>6</i>	<i>16</i>	-	-	
Coppin State University	Hispanic (of any race)	1	1	-	-	-	-	-	-	-	-	-	-
	Black or African-American	47	67	-	-	-	-	51	80	-	-	-	-
	White	15	7	-	-	-	-	11	5	-	-	-	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	1	-	-	-	-
	Asian	11	4	-	-	-	-	-	1	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	2	1	-	-	-	-	3	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>76</i>	<i>80</i>	-	-	-	-	<i>65</i>	<i>87</i>	-	-	-	-	
Frostburg State University	Hispanic (of any race)	1	5	-	-	-	-	-	3	-	-	-	-
	Black or African-American	5	2	-	-	-	-	-	1	-	-	-	-
	White	124	86	-	-	-	-	55	68	-	-	-	-
	American Indian/Alaska Native	-	-	-	-	-	-	1	-	-	-	-	-
	Asian	7	6	-	-	-	-	1	1	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	3	-	-	-	-	-	2	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	4	2	-	-	-	-	-	1	-	-	-	-
<i>Total</i>	<i>144</i>	<i>101</i>	-	-	-	-	<i>59</i>	<i>74</i>	-	-	-	-	

Four-Year Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time						Part-Time					
		Instructional		Research		Public Service		Instructional		Research		Public Service	
		M	F	M	F	M	F	M	F	M	F	M	F
Salisbury University	Hispanic (of any race)	4	4	-	-	-	-	-	4	-	-	-	-
	Black or African-American	17	8	-	-	-	-	3	6	-	-	-	-
	White	175	163	-	-	1	-	60	172	-	-	-	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	1	-	-	-	-
	Asian	10	14	-	-	-	-	1	2	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	1	2	-	-	-	-	4	4	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	2	3	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>209</i>	<i>194</i>	-	-	<i>1</i>	-	<i>68</i>	<i>189</i>	-	-	-	-	
Towson University	Hispanic (of any race)	6	13	-	-	-	-	6	8	-	2	-	-
	Black or African-American	11	33	-	-	-	-	18	35	-	1	-	-
	White	306	380	-	2	-	-	319	357	14	20	-	-
	American Indian/Alaska Native	1	-	-	-	-	-	1	2	-	-	-	-
	Asian	44	27	-	-	-	-	12	17	3	1	-	-
	Hawaiian/Pacific Islander	2	-	-	-	-	-	-	1	-	-	-	-
	Two or More Races	6	11	-	-	-	-	7	9	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	3	5	-	-	-	-	3	-	3	-	-	-
<i>Total</i>	<i>379</i>	<i>469</i>	-	<i>2</i>	-	-	<i>366</i>	<i>429</i>	<i>20</i>	<i>24</i>	-	-	
University of Baltimore	Hispanic (of any race)	1	4	-	-	-	-	1	2	-	-	-	-
	Black or African-American	10	10	-	-	-	-	14	11	4	6	-	-
	White	93	56	-	-	-	-	111	59	-	16	-	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	8	10	-	-	-	-	4	2	1	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	3	2	-	-	-	-	2	-	8	11	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
<i>Total</i>	<i>115</i>	<i>82</i>	-	-	-	-	<i>132</i>	<i>74</i>	<i>13</i>	<i>33</i>	-	-	

Four-Year Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time						Part-Time					
		Instructional		Research		Public Service		Instructional		Research		Public Service	
		M	F	M	F	M	F	M	F	M	F	M	F
University of Maryland Baltimore	Hispanic (of any race)	24	17	4	-	-	-	3	9	-	-	-	-
	Black or African-American	58	82	2	7	-	-	27	76	-	-	-	-
	White	657	499	33	56	-	-	257	407	1	1	-	-
	American Indian/Alaska Native	1	2	-	-	-	-	-	1	-	-	-	-
	Asian	197	116	31	21	-	-	28	34	1	1	-	-
	Hawaiian/Pacific Islander	-	1	-	1	-	-	2	1	-	-	-	-
	Two or More Races	12	9	2	1	-	-	10	9	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	20	20	111	94	-	-	2	2	1	1	-	-
<i>Total</i>	<i>969</i>	<i>746</i>	<i>183</i>	<i>180</i>	-	-	<i>329</i>	<i>539</i>	<i>3</i>	<i>3</i>	-	-	
University of Maryland Baltimore County	Hispanic (of any race)	6	11	-	1	-	-	1	4	2	1	-	-
	Black or African-American	17	12	-	4	-	-	11	17	8	4	-	-
	White	210	163	48	22	-	-	124	94	31	16	-	-
	American Indian/Alaska Native	1	-	-	-	-	-	-	1	-	-	-	-
	Asian	37	23	12	12	-	-	14	6	4	3	-	-
	Hawaiian/Pacific Islander	1	1	-	-	-	-	1	-	-	-	-	-
	Two or More Races	-	1	1	-	-	-	2	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	10	9	31	15	-	-	4	1	24	10	-	-
<i>Total</i>	<i>282</i>	<i>220</i>	<i>92</i>	<i>54</i>	-	-	<i>157</i>	<i>123</i>	<i>69</i>	<i>34</i>	-	-	
University of Maryland College Park	Hispanic (of any race)	41	35	22	14	-	-	6	7	16	15	-	-
	Black or African-American	43	40	19	33	-	-	12	17	14	16	-	-
	White	770	391	458	255	-	-	307	209	422	223	-	-
	American Indian/Alaska Native	2	-	2	-	-	-	1	1	2	-	-	-
	Asian	136	70	138	60	-	-	21	15	64	39	-	-
	Hawaiian/Pacific Islander	-	-	1	-	-	-	1	-	1	-	-	-
	Two or More Races	53	38	65	48	-	-	50	37	67	41	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	36	22	290	112	-	-	8	6	521	196	-	-
<i>Total</i>	<i>1,081</i>	<i>596</i>	<i>995</i>	<i>522</i>	-	-	<i>406</i>	<i>292</i>	<i>1,107</i>	<i>530</i>	-	-	

Four-Year Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time						Part-Time					
		Instructional		Research		Public Service		Instructional		Research		Public Service	
		M	F	M	F	M	F	M	F	M	F	M	F
University of Maryland Eastern Shore	Hispanic (of any race)	3	3	-	-	-	-	1	3	2	2	-	-
	Black or African-American	46	29	-	3	-	-	18	30	4	12	-	-
	White	47	43	-	-	-	-	39	29	4	4	-	-
	American Indian/Alaska Native	1	2	-	-	-	-	-	1	-	-	-	-
	Asian	17	9	1	-	-	-	2	2	1	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	1	-	-
	Two or More Races	3	1	-	-	-	-	-	1	1	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	9	4	2	1	-	-	-	2	4	7	-	-
	<i>Total</i>	<i>126</i>	<i>91</i>	<i>3</i>	<i>4</i>	<i>-</i>	<i>-</i>	<i>60</i>	<i>68</i>	<i>16</i>	<i>26</i>	<i>-</i>	<i>-</i>
University of Maryland University College	Hispanic (of any race)	1	4	-	-	-	-	41	23	-	-	-	-
	Black or African-American	4	12	-	-	-	-	200	210	-	-	-	-
	White	82	68	-	-	-	-	967	727	-	-	-	-
	American Indian/Alaska Native	3	-	-	-	-	-	9	7	-	-	-	-
	Asian	13	5	-	-	-	-	119	49	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	1	-	-	-	-	-
	Two or More Races	6	13	-	-	-	-	53	38	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	4	3	-	-	-	-	38	12	-	-	-	-
	<i>Total</i>	<i>113</i>	<i>105</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>1,428</i>	<i>1,066</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
Morgan State University	Hispanic (of any race)	2	1	1	-	-	-	-	2	-	-	-	-
	Black or African-American	110	78	2	-	-	-	51	51	-	-	-	-
	White	46	27	2	1	-	-	21	12	-	-	-	-
	American Indian/Alaska Native	1	2	-	-	-	-	-	1	-	-	-	-
	Asian	17	6	6	2	-	-	2	1	-	-	-	-
	Hawaiian/Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	54	41	12	5	-	-	18	19	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	32	23	4	3	-	-	11	4	-	-	-	-
	<i>Total</i>	<i>263</i>	<i>178</i>	<i>27</i>	<i>11</i>	<i>-</i>	<i>-</i>	<i>103</i>	<i>90</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>

Four-Year Faculty by Principal Occupational Assignment, Fall 2012

		Full-Time						Part-Time					
		Instructional		Research		Public Service		Instructional		Research		Public Service	
		M	F	M	F	M	F	M	F	M	F	M	F
St. Mary's College of Maryland	Hispanic (of any race)	2	2	-	-	-	-	-	-	-	-	-	-
	Black or African-American	3	2	-	-	-	-	1	2	-	-	-	-
	White	62	59	-	-	-	-	17	30	-	-	-	-
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	7	1	-	-	-	-	1	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	5	1	-	-	-	-	2	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	1	5	-	-	-	-	1	-	-	-	-	-
	<i>Total</i>	<i>80</i>	<i>70</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>22</i>	<i>32</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
Four-Year Total	Black or African-American	441	462	23	47	-	-	476	617	33	50	-	-
	White	2,608	1,955	574	353	1	-	2,297	2,180	482	298	-	-
	American Indian/Alaska Native	10	6	2	-	-	-	12	17	2	-	-	-
	Asian	511	294	192	96	-	-	207	131	74	44	-	-
	Hawaiian/Pacific Islander	4	2	1	1	-	-	5	2	1	1	-	-
	Two or More Races	148	122	80	54	-	-	157	123	78	56	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	125	96	441	225	-	-	68	30	557	220	-	-
<i>Total</i>	<i>3,944</i>	<i>3,041</i>	<i>1,340</i>	<i>791</i>	<i>1</i>	<i>-</i>	<i>3,283</i>	<i>3,167</i>	<i>1,248</i>	<i>689</i>	<i>-</i>	<i>-</i>	

Note: Includes only faculty designated as primarily Instructional, Instructional Combined with Research and/or Public Service, Research, and Public Service (IPEDS Principal Occupational Assignment codes 15, 16, 17, and 18). Administrators are not included if their principal occupational assignment is not one of the above codes, regardless of faculty or tenure status.

Four-Year Faculty by Tenure Status, Fall 2012

Four-Year Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time					
		Tenured		Non-tenured but on track		Other non-tenured faculty		Tenured		Non-tenured but on track		Other non-tenured faculty	
		M	F	M	F	M	F	M	F	M	F	M	F
Bowie State University	Hispanic (of any race)	4	2	1	1	-	1	-	-	-	-	2	2
	Black or African-American	25	22	27	33	18	31	-	-	-	-	70	81
	White	16	8	2	3	3	2	-	-	-	-	9	11
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	1
	Asian	1	1	6	2	-	-	-	-	-	-	2	1
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	1	-	-	-	1	-	-	-	-	4	6
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	2	-	1	-	1	-	-	-	-	-	1	2
	<i>Total</i>	<i>48</i>	<i>34</i>	<i>37</i>	<i>39</i>	<i>22</i>	<i>35</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>88</i>	<i>104</i>
Coppin State University	Hispanic (of any race)	-	1	-	-	1	-	-	-	-	-	-	-
	Black or African-American	24	31	12	30	12	4	-	-	-	-	50	78
	White	12	4	2	3	1	-	-	-	-	-	11	5
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	1
	Asian	6	3	4	1	1	-	-	-	-	-	-	1
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	1	-	1	1	-	-	-	-	-	-	3	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
	<i>Total</i>	<i>43</i>	<i>39</i>	<i>19</i>	<i>35</i>	<i>15</i>	<i>4</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>64</i>	<i>85</i>
Frostburg State University	Hispanic (of any race)	1	2	-	2	-	1	-	-	-	-	-	3
	Black or African-American	5	2	-	-	-	-	-	-	-	-	-	1
	White	88	56	28	22	17	13	-	-	-	-	55	68
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	1	-
	Asian	7	4	1	2	-	-	-	-	-	-	1	1
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	1	-	2	-	-	-	-	-	2	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	1	-	3	2	-	-	-	-	-	-	-	1
	<i>Total</i>	<i>102</i>	<i>64</i>	<i>33</i>	<i>28</i>	<i>19</i>	<i>14</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>59</i>	<i>74</i>

Four-Year Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time					
		Tenured		Non-tenured but on track		Other non-tenured faculty		Tenured		Non-tenured but on track		Other non-tenured faculty	
		M	F	M	F	M	F	M	F	M	F	M	F
Salisbury University	Hispanic (of any race)	2	-	1	2	1	2	-	-	-	-	-	4
	Black or African-American	8	4	7	3	2	1	-	-	-	-	3	6
	White	126	76	23	35	28	56	-	-	-	-	60	172
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	1
	Asian	9	7	1	2	-	5	-	-	-	-	1	2
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	1	1	-	-	-	1	-	-	-	-	4	4
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	2	3	-	-	-	-	-	-	-	-
	<i>Total</i>	<i>146</i>	<i>88</i>	<i>34</i>	<i>45</i>	<i>31</i>	<i>65</i>	-	-	-	-	<i>68</i>	<i>189</i>
Towson University	Hispanic (of any race)	1	5	3	6	2	2	-	-	-	-	6	8
	Black or African-American	3	12	5	10	3	11	-	-	-	-	18	35
	White	167	117	83	106	61	165	-	2	-	-	319	355
	American Indian/Alaska Native	1	-	-	-	-	-	-	-	-	-	1	2
	Asian	24	9	19	17	1	1	-	-	-	1	12	16
	Hawaiian/Pacific Islander	-	-	1	-	1	-	-	-	-	-	-	1
	Two or More Races	-	1	3	6	3	4	-	-	-	-	7	9
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	2	3	3	-	-	-	-	-	-	3	-
	<i>Total</i>	<i>196</i>	<i>146</i>	<i>117</i>	<i>148</i>	<i>71</i>	<i>183</i>	-	2	-	1	<i>366</i>	<i>426</i>
University of Baltimore	Hispanic (of any race)	1	3	-	1	-	-	-	-	-	-	-	-
	Black or African-American	7	5	1	3	2	2	-	-	-	-	-	-
	White	59	30	20	24	17	5	1	-	-	2	3	1
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	5	2	1	4	2	4	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	2	-	1	2	-	-	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	-	-	-	-	-	-	-	-
	<i>Total</i>	<i>74</i>	<i>40</i>	<i>23</i>	<i>34</i>	<i>21</i>	<i>11</i>	<i>1</i>	-	-	2	<i>3</i>	<i>1</i>

Four-Year Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time					
		Tenured		Non-tenured but on track		Other non-tenured faculty		Tenured		Non-tenured but on track		Other non-tenured faculty	
		M	F	M	F	M	F	M	F	M	F	M	F
University of Maryland Baltimore	Hispanic (of any race)	5	1	3	2	18	17	-	1	-	-	3	8
	Black or African-American	14	8	5	7	41	76	-	-	-	1	27	75
	White	226	91	74	42	412	445	1	4	1	1	258	408
	American Indian/Alaska Native	1	1	-	-	-	2	-	-	-	-	-	1
	Asian	40	9	26	6	154	134	-	-	-	1	28	33
	Hawaiian/Pacific Islander	-	-	-	-	1	1	-	-	-	-	2	1
	Two or More Races	-	-	-	1	14	8	-	-	-	-	10	9
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	3	1	30	28	-	-	-	-	2	2
	<i>Total</i>	<i>286</i>	<i>110</i>	<i>111</i>	<i>59</i>	<i>670</i>	<i>711</i>	<i>1</i>	<i>5</i>	<i>1</i>	<i>3</i>	<i>330</i>	<i>537</i>
University of Maryland Baltimore County	Hispanic (of any race)	3	3	1	6	2	3	-	-	-	-	1	4
	Black or African-American	9	6	5	2	3	9	-	-	-	-	11	17
	White	147	74	20	29	96	94	2	1	-	-	139	97
	American Indian/Alaska Native	-	-	1	-	-	-	-	-	-	-	-	1
	Asian	29	13	5	7	15	15	-	-	-	-	16	8
	Hawaiian/Pacific Islander	1	-	-	1	-	-	-	-	-	-	1	-
	Two or More Races	-	-	-	1	1	-	-	-	-	-	2	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	1	1	8	5	32	19	-	-	-	-	5	-
	<i>Total</i>	<i>190</i>	<i>97</i>	<i>40</i>	<i>51</i>	<i>149</i>	<i>140</i>	<i>2</i>	<i>1</i>	<i>-</i>	<i>-</i>	<i>175</i>	<i>127</i>
University of Maryland College Park	Hispanic (of any race)	22	19	10	8	30	24	1	-	-	-	8	10
	Black or African-American	25	26	16	13	24	47	-	1	1	-	13	25
	White	676	238	83	75	537	420	24	8	-	1	378	282
	American Indian/Alaska Native	1	-	-	-	3	-	-	-	-	-	1	1
	Asian	111	38	25	24	139	70	-	1	-	1	37	24
	Hawaiian/Pacific Islander	-	-	-	-	1	-	-	-	-	-	1	-
	Two or More Races	25	7	23	22	73	59	-	-	1	-	75	49
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	6	1	28	15	293	121	-	-	1	-	35	20
	<i>Total</i>	<i>866</i>	<i>329</i>	<i>185</i>	<i>157</i>	<i>1,100</i>	<i>741</i>	<i>25</i>	<i>10</i>	<i>3</i>	<i>2</i>	<i>548</i>	<i>411</i>

Four-Year Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time					
		Tenured		Non-tenured but on track		Other non-tenured faculty		Tenured		Non-tenured but on track		Other non-tenured faculty	
		M	F	M	F	M	F	M	F	M	F	M	F
University of Maryland Eastern Shore	Hispanic (of any race)	1	-	1	1	1	2	-	-	1	-	-	3
	Black or African-American	27	11	11	8	12	17	-	-	-	1	18	29
	White	22	11	12	10	14	23	1	1	-	-	38	28
	American Indian/Alaska Native	-	-	1	2	-	-	-	-	-	-	-	1
	Asian	8	7	6	1	4	1	-	-	-	-	2	2
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	1	3	-	-	-	-	-	-	-	-	1
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	1	-	8	3	2	2	-	-	-	-	-	2
	<i>Total</i>	<i>59</i>	<i>30</i>	<i>42</i>	<i>25</i>	<i>33</i>	<i>45</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>58</i>	<i>66</i>
University of Maryland University College	Hispanic (of any race)	-	-	-	-	1	4	-	-	-	-	41	23
	Black or African-American	-	-	-	-	4	12	-	-	-	-	200	210
	White	-	-	-	-	82	68	-	-	-	-	967	727
	American Indian/Alaska Native	-	-	-	-	3	-	-	-	-	-	9	7
	Asian	-	-	-	-	13	5	-	-	-	-	119	49
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	1	-
	Two or More Races	-	-	-	-	6	13	-	-	-	-	53	38
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	-	-	4	3	-	-	-	-	38	12
	<i>Total</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>113</i>	<i>105</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>1,428</i>	<i>1,066</i>
University of Maryland Center for Environmental Science	Hispanic (of any race)	-	-	-	-	1	1	-	-	-	-	-	-
	Black or African-American	-	-	-	-	1	1	-	-	-	-	-	-
	White	21	7	5	4	28	51	2	1	-	-	4	12
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	3	1	1	-	2	1	-	-	-	-	-	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	-	-	-	-	-	1	-	-	-	-	1	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	2	-	5	3	-	-	-	-	-	-
	<i>Total</i>	<i>24</i>	<i>8</i>	<i>8</i>	<i>4</i>	<i>37</i>	<i>58</i>	<i>2</i>	<i>1</i>	<i>-</i>	<i>-</i>	<i>5</i>	<i>12</i>

Four-Year Faculty by Tenure Status, Fall 2012

		Full-Time						Part-Time					
		Tenured		Non-tenured but on track		Other non-tenured faculty		Tenured		Non-tenured but on track		Other non-tenured faculty	
		M	F	M	F	M	F	M	F	M	F	M	F
Morgan State University	Hispanic (of any race)	1	-	-	1	2	-	-	-	-	-	-	2
	Black or African-American	51	35	19	15	48	31	1	-	-	1	50	50
	White	20	14	8	7	24	8	-	1	-	-	21	11
	American Indian/Alaska Native	-	1	-	-	1	1	-	-	-	-	-	1
	Asian	11	2	2	1	10	5	-	-	-	-	2	1
	Hawaiian/Pacific Islander	-	-	1	-	-	-	-	-	-	-	-	-
	Two or More Races	17	9	22	21	28	20	-	-	-	-	18	19
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	18	8	6	5	12	14	-	-	-	-	11	4
	Total	118	69	58	50	125	79	1	1	-	1	102	88
St. Mary's College of Maryland	Hispanic (of any race)	1	1	1	-	-	1	-	-	-	-	-	-
	Black or African-American	3	2	-	-	-	-	-	-	-	-	1	2
	White	42	42	12	12	9	5	-	-	-	-	17	30
	American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	4	-	2	1	1	-	-	-	-	-	1	-
	Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
	Two or More Races	3	1	1	-	1	-	-	-	-	-	2	-
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	-	-	1	3	-	2	-	-	-	-	1	3
	Total	53	46	17	16	11	8	-	-	-	-	22	35
Four-Year Total	Hispanic (of any race)	42	37	21	30	59	58	1	1	1	-	61	67
	Black or African-American	201	164	108	124	170	242	1	1	1	3	461	609
	White	1,622	768	372	372	1,329	1,355	31	18	1	4	2,279	2,207
	American Indian/Alaska Native	3	2	2	2	7	3	-	-	-	-	12	17
	Asian	258	96	99	68	342	241	-	1	-	3	221	138
	Hawaiian/Pacific Islander	1	-	2	1	3	1	-	-	-	-	5	2
	Two or More Races	49	21	55	54	128	107	-	-	1	-	181	135
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-
	Non-resident Alien	29	12	65	40	379	192	-	-	1	-	96	46
	Total	2,205	1,100	724	691	2,417	2,199	33	21	5	10	3,316	3,221

Note: Faculty figures include all personnel holding faculty rank or eligible for tenure, such as administrators. These figures are not an exact match for other calculations which only include instructional, research, or public service faculty.