MHEC
Creating a state of achievement

December 1, 2014

The Honorable Thomas V. Mike Miller
Senate of Maryland
State House, Room H-107
Annapolis, Maryland 21401

The Honorable Michael E. Busch
Maryland House of Delegates
State House, Room H-101
Annapolis, Maryland 21401

The Honorable Edward J. Kasemeyer
Senate Budget & Taxation Committee
Miller Senate Office Building, 3 West
11 Bladen Street
Annapolis, Maryland 21401

The Honorable Norman H. Conway
House Appropriations Committee
House Office Building, Room 121
6 Bladen Street
Annapolis, Maryland 21401

The Honorable Joan Carter Conway
Senate Education, Health, and
Environmental Affairs Committee
Miller Senate Office Building, 2 West
11 Bladen Street
Annapolis, Maryland 21401

The Honorable Sheila E. Hixson
House Ways and Means Committee
House Office Building, Room 131
6 Bladen Street
Annapolis, Maryland 21401

Re: *Programs of Cultural Diversity Report –*
Report #8751

Dear Senators Miller, Kasemeyer, & Conway and Delegates Busch, Conway, and Hixson:

Please find attached the 2014 Cultural Diversity Report for Maryland Public Postsecondary Education. This report includes a narrative summary provided by MHEC, as well as institutional reports, presented unedited by Commission staff.

In accordance with §11-406 of the Education Article of the Annotated Code of Maryland, the governing board of each Maryland public institution of higher education is required to submit, by September 1 of each year, a report summarizing institutional progress toward the implementation of its plan for cultural diversity to the Maryland Higher Education Commission (MHEC). MHEC is required to review each plan, monitor each institution's progress toward achieving the goals outlined in their plan, and assess each plan's adequacy and compatibility with the State's goals for higher education. Additionally, the Commission is required to report its findings to the Senate Education, Health, and Environmental Affairs Committee; the Senate Budget and Taxation Committee; the House Appropriations Committee; and the House Committee on Ways and Means by December 1 of each year.

Each institutional submission included a narrative, consisting of the three major sections outlined below:

- A summary of the institution's plan to improve cultural diversity as required by §11-406 of the Education Article including all major goals, areas of emphasis, and strategy for implementation. It also included an explanation of how progress is being evaluated and indicates where progress has been achieved, and areas where continued improvement is needed.

- 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 includes initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports include information on both campus-wide and program specific initiatives.

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

If you have any questions regarding this report, please feel free to contact Mr. Lee Towers, Director of Legislative Affairs at 410-767-3059 or lee.towers@Maryland.gov.

Sincerely,

Catherine M. Shultz, J.D.
Acting Secretary of Higher Education

Enclosure

CS:je

REPORT ON INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

MSAR# 8751

December 2014

Maryland Higher Education Commission

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2014 Cultural Diversity Report

Maryland Education Article §11-406 requires each public postsecondary institution in Maryland to develop, implement, and report on a program of cultural diversity. By statute, cultural diversity plans must include major goals, strategies for implementation, indicators for progress evaluation, indication of where progress has been made, areas identified as needing further improvement, and information about the process for reporting hate crimes as required by the Clery Act. Institutions are required to submit yearly progress reports on their plan implementation to their governing board for approval. 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 provides an opportunity 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. Section I includes highlights of programs offered by institutions specifically focusing on certain aspects of diversity, excerpted from institutional submissions. There are many outstanding initiatives offered at institutions that are not contained in this summary, but the full narratives prepared by institutions are contained in Section II of this report, unedited by Commission staff. In addition to containing a review of the programs at the institution, these reports also contain information on program implementation and progress evaluation. Finally, institutional reports include information on the institution's process to report campus-based hate crimes as required by §11-406.

Institutional Initiatives

Institutions have implemented a variety of initiatives designed to address and enhance cultural diversity on their campuses. These are designed to meet a variety of purposes. Some initiatives focus on increasing the representation of minorities, primarily through recruiting and retaining diverse students, faculty, and staff. Other efforts have been designed to create positive interactions and cultural awareness on campus. In particular, these have included initiatives such as faculty and staff cultural training programs, curricular initiatives to promote cultural diversity in the classroom, and co-curricular programming for students.

Increasing minority student recruitment and retention

Nationwide, over the last several years colleges and universities have placed increased emphasis on recruiting underserved students, including first-generation, low-income, and minority students. Efforts to recruit a diverse student population vary by school, but have primarily focused on outreach, including visitations to high schools with large percentages of target students, financial aid awareness programs, and representation at community events. Some institutions, such as St. Mary's College of Maryland, also utilize additional efforts such as assisting with transportation for high school students and groups with limited financial resources. Anne Arundel Community College is a member of the Servicemembers Opportunity Colleges, one of more than 1,900 higher education associations and institutions working to provide higher education opportunities to servicemembers and their families. This has led to a number of initiatives at AACC related to increasing access for active duty military, veterans, and their families, including a student veteran ambassador program designed to connect new veteran students with others who have successfully transitioned into higher education, and a Military/Veterans Resource Center to provide military student assistance.

Finally, institutions have incorporated diverse programming into cultural events hosted by the campus. Frostburg State University's Cultural Events Series program brought a number of international artists to campus, including the Vienna Boys Choir from Austria, Sean Keane and Friends from Ireland, and the Pedrito-Martinez Group, an Afro-Cuban musical group.

Many institutions are also addressing academic pipeline issues, creating partnerships with middle and high schools to ensure that students are prepared for and aware of higher education opportunities. For example, Hagerstown Community College uses the Upward Bound grant initiative to strengthen advising relationships between middle and high school counselors in Washington County and Franklin County and faculty. These programs are designed to increase the higher education participation of minority and underrepresented groups. Additionally, campuses have created programs such as Morgan State University's Center for Academic Success and Achievement's CASA Academy, an alternative admissions program for students who do not meet traditional criteria for admission. This program accepts up to 300 students each

year, and all students successfully completing the six-week summer bridge program are guaranteed admission for the fall semester.

Once students have enrolled on campus, concerns remain surrounding retention and graduation, particularly in the case of underrepresented populations. Institutions have implemented a wide array of initiatives to address these concerns; nearly every campus in the state offers some program targeting minorities, underprepared students, and/or first-generation, and all offer some degree of disability support services. Several campuses have created programs designed to address the STEM fields in particular, such as UMBC's CWIT program focusing on providing support to undergraduate women in engineering and computing. A number of institutions offer programs focusing specifically on recruitment and retention of African American males. These include Coppin State University's Freshman Male Initiative, the College of Southern Maryland's Men of Excellence Mentoring Program, and the University of Maryland's Student Success Initiative. Designed to increase retention, graduation, and transfer rates for the African American male population, these programs include components such as weekly meetings, seminars, and presentations concerning financial aid and financial literacy, transfer opportunities, study skills, and mentoring. Garrett Community College has established a program specifically focusing on retention of minority student athletes. While the specific components of programs varies from school to school, there are a number of common elements, including targeted interventions and advising, additional academic and social support, small-group study, mentoring, and extracurricular programming.

Finally, as mentioned in a number of institutional reports, the Maryland Community College Chief Student Affairs Offices and the Maryland Association of Community Colleges held the Diverse Male Student Success Summit, "Supporting Completion and Goal Attainment for Maryland Male Students of Color: in Pursuit of Excellence" in November 2013 at Montgomery College. Representatives from each of the community colleges, including students, faculty, and staff attended sessions relating to the overall college experience for men of color, shared best practices relating to supporting success for men of color both inside and outside of the classroom, and interacted with other students of color.

Increasing minority faculty and staff recruitment and retention

At each of the institutions, the strength of diversity recruitment efforts begins with the applicant pool. All campuses begin with advertising in venues designed to extend outreach to diverse populations; popular venues for advertising include *Diverse Issues in Higher Education*, *Hispanics in Higher Ed, Journal of Blacks in Higher Education*, *Minority Update*, *and Insight into Diversity*. Institutions utilize relationships with community and professional partners to increase exposure of job postings to diverse constituencies. Many campuses have also incorporated enhanced recruiting efforts at institutions with large minority student populations,

such as HBCUs. While the actual hiring process varies tremendously, at all schools Human Resources plays a large role in ensuring diverse representation on hiring committees and the selection of a diverse applicant and finalist pool.

Once diverse faculty and staff have been recruited to the institution, campuses have implemented programs designed to increase the retention of all faculty and staff, though a focus on minority employees in general has emerged at a number of campuses. These initiatives include faculty mentoring programs, emphasis on professional development opportunities, and providing venues for faculty and staff to become involved with co-curricular programming on a wide range of topics of their own interest. For example, the University of Maryland Baltimore County's ADVANCE Executive Committee provides feedback to the Provost's Office on program initiatives to advance the success of women faculty in STEM fields.

Faculty and staff cultural training programs

Institutions have incorporated cultural diversity training into their professional development sequences in a number of different ways. All institutions include some form of diversity training as a component of their new employee orientations, typically including at the minimum a module on working within a diverse environment. For example, Frostburg State University's Leadership Initiative Program, designed to train managers in increasing employee advancement and retention, has a special focus on building skills required to foster an inclusive workplace environment and manage a diverse workplace.

Many campuses also provide sessions throughout the academic year focused on topics such as integrating multiculturalism and diversity into the classroom, supporting/creating a diverse culture on campus, and ways in which diversity in the educational setting supports the success of all students. These programs incorporate a wide definition of diversity. Howard Community College offers a year-long professional development program (INSPIRES Global Perspectives) allowing employees to study, reflect on, and integrate global perspectives into their core work. Anne Arundel Community College's First Year Experience program partnered with its Curriculum Transformation Project - Diversity Institute to provide an interactive faculty and staff training program, "Reaching beyond the Typical Barriers to the Development for African American and Latino males." Additionally, University of Baltimore's Center for Educational Access created an online instructional module for inclusion in faculty and staff training focusing on ADA and compliance issues.

Curricular initiatives to promote cultural diversity in the classroom

Each institution includes a cultural diversity course component in its general education program. The requirements vary by college, but include coursework in topics such as world history, world cultures, languages, and cultural studies. This type of coursework also extends into academic major offerings. The University of Maryland Baltimore's professional schools each incorporate a significant amount of diversity training into the curriculum in response to both internal belief that cultural competency education and diversity among student, faculty, and staff results in better trained graduate and professional program graduates, and accrediting agency requirements. Wor-Wic Community College's criminal justice credit program includes coursework focusing on police relationships with diverse groups, including prejudice and discrimination, problems with policing within a diverse society, and strategies for improving relationships with diverse groups, and the Eastern Shore Criminal Justice Academy operated by the college includes several different courses with diversity components, in a range of topics including response to bias incidents, dealing with mentally ill and handicapped individuals, and working with crimes against the elderly.

Additionally, some institutions offer academic major programs in specific fields related to diversity, such as Women's Studies, LGBT Studies, or African-American Studies. For example, the University of Maryland College Park offers a wide array of formal academic programs that address minorities that are underrepresented both in society and in higher education, including a Persian Studies program, offered by the School of Languages, Literatures, and Cultures in collaboration with the Roshan Cultural Heritage Program Center for Persian Studies, the first academic center focused on Persian-speaking cultures in Iran, Afghanistan, and Central Asia and around the globe.

Finally, a number of schools have placed an increased emphasis on study abroad as a tool for developing awareness of diverse cultures, and increased outreach and faculty-led programs designed to increase student participation in study abroad. While strategies vary significantly from campus to campus, study abroad offices across the state visit classrooms, hold study abroad fairs, and hold information sessions deigned to inform students about the array of opportunities available to them. Additionally, many institutions have also worked with faculty to develop faculty-led opportunities for students. Frostburg State University, for example, operated faculty-led programs to Ireland, Peru, and China with the College of Education and the College of Business's Global Experiential Learning program.

Co-curricular programming for students, faculty, and staff

All institutions offer a variety of co-curricular opportunities for students and employees. Many campuses offer a combination of events, lecture series, and educational exhibitions that focus on a wide array of topics related to diversity. Howard Community College holds an annual diversity

week with programming through the day and evening, which included 22 events examining many different aspects of diversity, including race, sexual orientation, religion, gender, abilities/disabilities, and mental health. Coppin State University hosts a Diversity Day celebration, planned by and involving students, faculty, and staff from all departments to recognize and celebrate underrepresented racial and ethnic groups. Garrett Community College and Montgomery College were among a number of institutions to create speaker series focusing on various topics regarding diversity and global awareness.

In addition, many campuses have created programming focusing specifically on unique populations. For example, Bowie State University created a Disability Awareness Day to provide information to students about psychological and physical disabilities and make students aware of resources, co-sponsored by the Department of Psychology and Disabled Student Services. Harford Community College created the "Faces of Freedom Initiative," with programming focusing on African American culture and history, in commemoration of the 150th anniversary of the Maryland Constitution's 1954 passage that abolished slavery in Maryland.

INSTITUTIONAL REPORTS

COMMUNITY COLLEGES

Allegany College of Maryland

CULTURAL DIVERSITY PLAN PROGRESS REPORT

SUMMER 2014

Submitted to the Board of Trustees July 14, 2014
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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Introduction to Allegany College of Maryland

Embracing Cultural Diversity

Enhancing Cultural Diversity

Reporting Campus-based Hate Crimes

Recruiting & Retaining a Culturally Diverse Student Body

* 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 3,000 traditional and non-traditional students each year, and our continuing education program educates more than 10,000 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.

> FY14 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.

> FY14 Progress:
> 1.) The Center for Diversity & Student Engagement got a new home in Fall 2014. Thanks to the dedication of College Center space for the new Advising Center (details below), several offices were relocated within the College Center – including Student Life, Residence Life, Student Affairs, and the Diversity Center which is now the central hub connecting these departments. The new location on the upper level College Center provides increased visibility and access for students; the room has become a popular site for group meetings (including weekly Peace Studies Club), informal student groups who used the Diversity Center for studying, group projects, and – near the end of the Spring 2014 semester – filming a short movie for a class (horror genre).
>
> 2.) 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.

History of Hip Hop – Members of Philadelphia's dance company RHAW (Rennie Harris Awe-Inspiring Works) moderated an interactive workshop that introduced the audience to personalities who influenced or invented various techniques and styles that have contributed to the Hip Hop dance culture. It illustrated how Hip Hop has its roots in African tradition and culture throughout the Diasporas.

Interfaith Town Hall – Clergy Beyond Borders presented an Interfaith Town Hall as part of their Caravan of Reconciliation program to promote religious pluralism, while setting up a statewide system to report discrimination and bigotry, and prevent religious and racial conflict. Speakers on the panel included a rabbi, an imam, and a reverend.

Gandhi's Birthday Celebration/International Day of Peace – The Peace Studies Club hosted an event to celebrate Gandhi's birthday and the International Day of Peace. They included information/quotes by Gandhi, a video about Gandhi, and showed participants how to make origami cranes.

Veteran's Open House – Lead by the Marketing department in collaboration with several other offices across campus, including the Diversity Center, the College held its first Veteran's Open House. Attendees were able to take guided campus tours, and visit with ACM Representatives and Community Resource Organizations that focus on Veteran issues.

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.

Chinese Acrobats – A group of 4 acrobats from China performed acrobatic stunts in addition to sharing information about their culture with the audience. Students from West Side Elementary attended this event as part of their Chinese immersion program.

Martin Luther King Jr. Day – This passive program included the showing of several videos relating to Dr. King as well as a visual timeline display of his life and important events in history.

African Dance Group – a West African musical group performed traditional African songs and dances.

Women of Character, Courage and Commitment – Kate Campbell Stevenson, performed a historical portrayal of Alice Paul and Eleanor Roosevelt during this event, which also honored local women leaders from the community. Information about women's organizations and issues was also available.

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.

Kamala Lopez was invited by our Human Service students to speak to the College and community about the Equal Rights Amendment and the work she has done to promote the passage of this amendment.

The 2nd annual Save the World Fair highlighted how our students are involved through their curriculum to make a difference in the community.

The annual **Focus on Women Awards** were once again 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). Seven women were chosen and recognized this year.

The Diversity Center continued operating as the on-site space for any urgent or crisis level counseling services provided by one of the College's contracted provider, Appalachian Behavioral Health Center; beginning in Spring 2014, the Diversity Center also provided a campus home to the Family Crisis Resource Center two days per week – a counseling enhancement described in more detail below.

For the fourth consecutive year, Allegany College of Maryland continued 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, "Shaping Our Future". See below for a detailed list of these activities.

◆ STUDENT AFFAIRS & STUDENT LIFE

One of seven 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.)

> ➤ FY14 Progress: The Student & Legal Affair's organizational structure was unchanged; the College's organizational structure was modified to add a new unit, Grants and Development, which had no direct impact upon the Diversity Plan in FY14.

STUDENT LIFE:

Allegany College of Maryland, through its Student Government Association, sponsored 31 Student Clubs in FY 14 – including some new or updated groups. SGA approved two new clubs this year, **P.R.I.D.E.** and the **Culture Club**. **The Culture Club** 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. The mission of the P.R.I.D.E. (People, Respect, Individuals', Diversity, Equally) organization is to provide the Lesbian, Gay, Bisexual, Transgender, Questioning and Ally students and staff of Allegany College of Maryland a safe, supportive and enriching learning and living environment. It was also created to promote a safe and supportive environment for students of all sexual orientations, educate the community about LGBTQ issues and embrace our diversity by helping to build a greater understanding of the issues affecting our community.

In addition to those student organizations, active clubs include Christian Fellowship Club, Choir, Inkwell Society, Nurse's Christian Fellowship Club, Peace Studies Club, Pure Elegance Dance Team, Tutoring Club, Veteran Support 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.)

Based upon work by the Chief Student Affairs Officers and Student Life Director's statewide affinity groups in the Spring and Summer 2013 semesters, the Maryland Male Students of Color 2013 Summit was held at Frederick Community College in October 2013. The purpose of the summit was three-fold: (1) to further the understanding of the college student experience of men or 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. Allegany College of Maryland sponsored fourteen attendees (six faculty/staff members registered, and four attended; eight students registered, and eight attended (a mixture of original registrations and substitution). Sessions included a Keynote Address by Dr. Samuel Betances, Senior Diversity Consultant, Souder, Betances and Associates, Inc.; seventeen workshops were offered in both the morning and afternoon sessions; a spotlight speaker for the morning, lunch, and afternoon sessions (three speakers total); and a closing speaker, Dr. Freeman Hrabowski, President, University of Maryland, Baltimore County. Students also received a free copy of Dr. Betance's book, **Winning the Future Through Education, One Step at a Time.**

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.

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-preparedness* (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 returned 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.

The Willowbrook Woods **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 and, beginning in Fall 2013, is banned campus-wide.

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).

Allegany College of Maryland continues to offer free **counseling** services to students (and employees) for whatever issue(s) need guidance, information, or support. In FY14, the contracts were expanded to increase the number of free counseling sessions (from three to five per semester) and to include family/couples counseling. "Family" was defined to broadly encompass the many and varied family structures common today; likewise, "couple" was broadly defined to remove barriers to accessing this valuable service. During FY14 (through April – the last billing cycle), 44 students received a total of 106 hours' counseling using our traditional, off-site service. The College further enhanced its counseling program this year by partnering with the Family Crisis Resource Center (Cumberland) to provide easily accessible domestic violence and sexual assault support services to students. FCRC is a non-profit, nongovernmental sexual assault and domestic violence victim services organization. FCRC provides a Coordinator of Services *on campus* twice per week. The Coordinator will be available to any ACM student [or employee] who has experienced past or present domestic violence, dating violence, child abuse, sexual abuse, rape, sexual assault, incest, or stalking. These services are free.

The Vice President of Student & Legal Affairs was invited to join the renewed Sexual Violence Prevention Planning Committee, a project through the Maryland Department of Health and Mental Hygiene which provides information-sharing, news updates, best practices, and educational opportunities. The planning group identified

two *new* target populations: men and youth; developing prevention and outreach strategies for these groups will be an ongoing process.

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).

The College received two requests for groups to engage in organized religious activities on campus this year; both were approved the same day they were received. One group distributed New Testament Bibles to interested persons in the College Center for one day; the other group set up a table and literature display in the College Center and had church volunteers available 4 days per week to speak to interested persons and answer questions about their beliefs. The second group expressed interest in repeating this activity in FY15.

◈ INSTRUCTION + FACULTY/CLASSROOM SUPPORT

> FY14 Progress: See the specific headings below.

DEMOCRACY COMMITMENT:

"The Democracy Commitment is a national initiative for the development of civic learning and democratic engagement among America's community college students. The Democracy Commitment began in the spring of 2011. Allegany College of Maryland's president, Dr. Cynthia Bambara, attended the launch of The Democracy Commitment at The New York Times in November 2011 making ACM one of the first 100 community colleges nationwide to be a part of this movement.

The Democracy commitment will provide a national platform for the development and expansion of programs and projects aiming at engaging community college students in civic learning and democratic practice. The goal of the project is to see that every graduate of an American community college receives an education in democracy." http://www.allegany.edu/x1799.xml

A campus planning group offers co-curricular presentations and activities/events throughout the year. ACM has gained local and national recognition for the activities and our presentations were mentioned as example programs at the national conference. A "quick link" was added to the College's homepage for easy access by any interested person, and Democracy Commitment activities continued with great vigor throughout the FY14 year.

Theme: "Shaping Our Future, Creating the Society We Want":
Fall 2013 events
- Campus Conversation Series (see below for details)
- Interfaith Town Hall: "We Are One Community: 2013 Maryland Caravan of Reconciliation".
- Movie: "A Place at the Table" highlighting national disparities which implicate hunger including income and geography (ie., rural, suburban, and urban hunger issues)
- Affordable Healthcare Forum

Spring 2014 events:
- Race – The Power of Illusion (Campus Conversation series)
- "Inequality for All"
- Living the Lies: Separate but Equal"
- Speaker: the Honorable Ken Hechler
- Women's History Celebration: Women of Character, Courage, and Commitment
- Deliberative Dialog: The Future of Higher Education
- Equal Pay Day event with speakers, "street" theater, and interactive activities : "ERA/Equal Pay!"

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 FY14 Campus Conversation series focused on "Race – The Illusion of Power" using a teaching tool entitled, **Race & Ethnic Tensions**; two different sets group discussions were held on the Cumberland campus during the Fall 2013 semester followed by two additional events using movie "episodes".

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 and service learning via the newly named **Student Learning Center for Engagement** 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. The College also offers valuable and popular academic support in the **Academic Reading Center, Writing Center,** and **Math Lab**.

Allegany College of Maryland applied for a Title III grant in May 2013 and was awarded the grant in Fall 2013. Entitled **"Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion"**, this grant funds a comprehensive academic advising center with related locations on each of the Pennsylvania campuses and pursues a college-wide culture of advising. " This systematic approach consolidates academic advising for greater access and more consistent delivery to guide students to their goals with added staff, improved facilities and enhanced services. The new Advising Center, located in the College Center, was enabled by a U.S. Department of Education grant that is designed to strengthen institutions and the academic support services they provide to students. This one-stop center includes a wide range of academic advising, career planning, supportive counseling, educational coaching and mentoring services. As it supports students in achieving their academic, career and personal goals, the new initiative also stands to boost college retention, completion and transfer rates within a culture of enhanced advising."
http://services.allegany.edu/news/ACM-AcademicSupportforStudentsExpandsWithNewAdvisingCenter-05282014.pdf

To highlight the importance of this new service for students, a high profile location in the College Center was renovated.

◆ **COMMUNITY PARTNERSHIPS**
   ➢ FY14 Progress:

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. Following last year's successful pilot project in which four transition students to audit a credit courses, the program expanded to add more students and more classes. At the end of the year, the participating Transition students wrote and starred in a video expressing delight and gratitude to the many ACM faculty and staff who welcomed them to their classes and helped them navigate the college experience. This video, when shown at the May All College meeting, elicited tears and thunderous applause by ACM employees.

◆ **EMPLOYEE RECRUITING PRACTICES**:
   ➢ FY14 Progress:
      The President and Vice President of Finance continue implementing the five year salary plan.

PART II

ALLEGANY COLLEGE OF MARYLAND HAS A RESPONSIBILITY TO ENHANCE CULTURAL DIVERSITY.
(How we plan to improve.)

◆ EXTENDING OUR REACH

➢ FY14 Progress:
The "Diversity Wheel" below was envisioned at the creation of the College's Diversity Center to function as an informal protocol or routine reminder to include diversity concerns in decision-making and to advance our commitment to enhance diversity.

EXPLORE
New ideas
Research
Best Practices

ASSESS
Student Learning
and/or Institutional
Assessment

EVALUATE
From our
EXPLORATIONS:
Can we do this?
Should we do this?
How?

DIVERSITY

IDENTIFY
What people,
resources, planning,
etc. do we need?

EDUCATE
Training, publicity,
& accuracy are
essential to success.

IMPLEMENT
ACM brings the
new idea, best
practice, etc. to life
here.
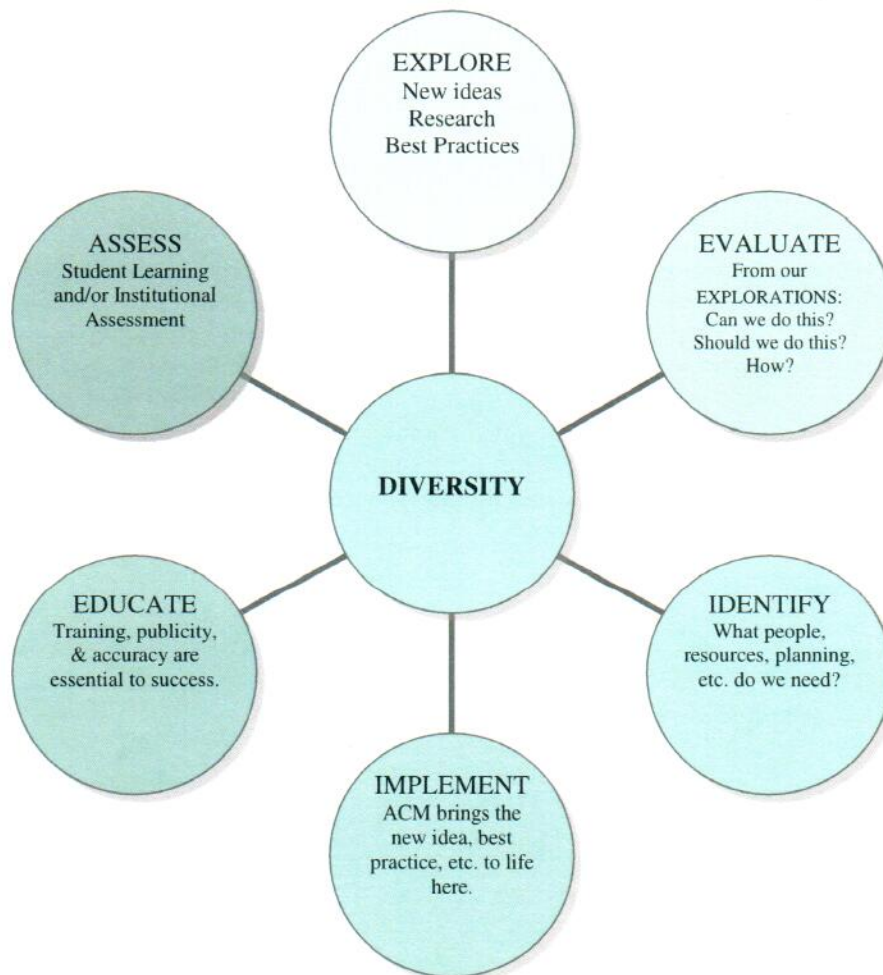
➢ **Goals for FY14:**

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.
   - ✓ Director of Student Life participated in the development/implementation of the Maryland Male Students of Color 2013 Summit. The College sponsored 14 members from the ACM community to attend (6 Faculty/Staff members registered, 4 attended; 8 students registered, 8 attended (although not all 8 had originally registered.)
   - ✓ Sessions included a Keynote Address by Dr. Samuel Betances, Senior Diversity Consultant, Souder, Betances and Associates, Inc.; 17 workshops that were offered in both the morning and afternoon sessions; a spotlight speaker for the morning, lunch, and afternoon sessions (3 speakers total); and a closing speaker, Dr. Freeman Hrabowski, President, University of Maryland, Baltimore County.
   - ✓ Students also received a free copy of Dr. Betance's book, **Winning the Future Through Education, One Step at a Time.**

2.) Gather information directly from students about their awareness, concerns, and desires related to diversity.
   - ✓ Due to the response to the Campus Conversations that were held in the Fall semester, a Spring series focusing on Race was created.

3.) Develop a means of communicating important information directly with students who live off-campus but are not Allegany County natives. » Not completed

4.) Solicit updates for the FY14 Progress Report in April to maximize campus-wide input. » Not completed

- Carried over from FY14: Re-vision and update the Diversity Center to increase student involvement.
   - ✓ A two-year project, this "facelift" goal was concluded in FY14 thanks to the relocation of the Diversity Center (along with other Student Affairs offices including Student Life Director) to the upper level of the College Center; this move has enhanced visibility and access for students making it much more functional space. Complete with a large-screen, wall-mounted computer monitor, and display/video screen, the "facelift" was accomplished with the purchase of new artwork, table chairs (6), and lounge chairs (small sofa and 2 armchairs) as well as the acquisition of a larger circular table from another campus department (via donation).

➢ **Potential Goals for FY15:**
   1.) [Carry-over from FY14] Develop a means of communicating important information directly with students who live off-campus but are not Allegany County natives.
   2.) [Modified from FY14] Solicit updates for the FY15 Progress Report more efficiently to maximize campus-wide input (see resources needed below).

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

> FY14 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 (Beford 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 witnesses 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

> ➤ FY15 Needs: None reported for purposes of this document.

◆ FUNDING

> ➤ FY15 Needs: None reported for purposes of this document.

◆ TIME

> ➤ FY15 Needs: The end of the spring semester is always a hectic time for students, faculty, and staff. Managing urgent student needs and the many tasks that accompany finishing the semester are necessarily top priorities; finding the extra time to solicit information from personnel who can and should contribute to annual reports and for those individuals to find time to provide the important information is an annual challenge. Once the spring semester ends, many employees are either off-contract or on-vacation which makes input and data collection difficult. One reasonable solution to this problem is to collect input and data throughout the academic year – which also requires time but which will be explored for FY15.

◆ SPACE

> ➤ FY15 Needs: None reported for purposes of this document.

◆ PROGRAMMING

> ➤ FY15 Needs: Enhanced student input for programs/events they want as well as an effective means of communicating scheduled programs/events so attendance increases.
> In FY14, students were informally surveyed about programs/events, but few suggestions were offered. For FY15 the calendar of events has already begun to take shape.

◆ TRAINING

> ➤ FY15 Needs: National speaker for student, faculty, and staff workshops. Attendance should be encouraged by providing course credit and CEUs (professional development).
> No progress in FY14; for FY 15, the Director of Student Life was able to secure two speakers who focus on diversity issues (disabilities and religion/sexual orientation issues) and Allies for Inclusion: The Ability Exhibit©, which is traveling exhibit designed to promote the inclusion of people with disabilities through respect for others, comfort during interactions, and awareness of disability issues.

ANNE ARUNDEL COMMUNITY COLLEGE

Report to Maryland Higher Education Commission
Plan for Program of Cultural Diversity

Dr. Dawn Lindsay, President
James Felton, Chief Diversity Officer

Prepared September 1, 2014

1. Summary of Institutional Plan to Improve Cultural Diversity

Anne Arundel Community College is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. AACC is committed to creating a diverse and inclusive environment for faculty, staff, students and the surrounding community.

AACC achieved several goals for 2013-2014. Major achievements include the following:

- Hired a Chief Diversity Officer
- Completed the goals and objectives outlined in the college's diversity plan
- Developed a year-long academic theme on social justice for 2014-2015
- Developed a set of institutional goals for 2014-2015 with a focus on:
  - Innovation
  - Retention
  - Inclusivity

A complete outline of institutional diversity goals and objectives for 2014-2015 can be found under Appendix C.

College Workforce – AACC remains committed to increasing the diversity of its workforce. AACC offers a year-long Learning College Orientation to new faculty that assists them in acclimating to the college and its processes and in connecting to the college culture. The college values diversity and believes its success is dependent on having a diverse workforce.

TABLE 1: Faculty and Staff Diversity Goals, 2010-2015

Percent minorities of full-time faculty

				Benchmark
Fall 2010	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2015**
16.6%	15.9%	16.7%	18.0%	21.0%

Percent minorities of full-time administrative and professional staff

				Benchmark
Fall 2010	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2015**
19.7%	19.7%	20.8%	18.6%	21.0%

Human Resources Policies and Practices – As a critical component for attracting a diverse applicant pool for faculty and staff positions, the office of Human Resources (HR) actively develops outreach efforts by advertising in various national publications and journals for professional associations that are aimed at diverse populations. HR continues to expand the college's focus on policies and practices that support diversity.

2

Job announcements for new positions underscore the value that diversity brings to the college. This is accomplished by training interview panels to assure sensitivity of members. In addition, the office continually updates the recruitment manual to ensure protocols that will advance the college in meeting its diversity goals.

Online search committee training is suggested and will be required in 2015 of all those participating in a search committee. The training focuses on attracting, hiring and retaining an excellent and diverse faculty and staff. Online mandatory diversity training is also required of all faculty and staff. Available positions are advertised in a number of sources that are focused on attracting qualified diverse candidates. These sources include *Diverse Issues in Higher Education*, *Hispanic Outlook in Higher Education*, *Affirmative Action Register*, *Women in Higher Education*, and *LGBT Issues in Higher Education*.

College Environment and Culture – The Diversity Committee, a subcommittee of the Strategic Planning Council, meets monthly and has strong participation from the members representing the faculty, staff, and administration. The Diversity Committee is charged with implementing and monitoring the AACC Diversity Plan. In 2012-2013, the Diversity Committee implemented a new structure with four active subcommittees. The mission statement of the Diversity Committee is:

- To promote a campus climate and a curriculum that are inviting to, supportive of, and representative of diverse populations (dimensions of diversity include race, color, sex, gender, class, age, religion, culture, national origin, marital status, sexual orientation, disability, genetic information, and veteran status).
- To help students, faculty, and staff to develop the knowledge and understanding necessary to participate effectively in our diverse global, national, and local communities.
- To accomplish specific functions related to these goals including:
  - Encourage activities, events, and groups that celebrate and promote diversity
  - Help publicize and promote diversity-related events
  - Encourage activities/events that further faculty/staff expertise around issues of diversity
  - Create forums for faculty, staff, students, and community members to discuss issues related to diversity
  - Encourage faculty to incorporate issues of diversity into their curriculum and support faculty in teaching and/or creating diversity-designated courses
  - Serve as an advisory panel to provide expertise and consultations for individuals and organizations on campus who need advice or support on diversity-related issues
  - Encourage diversity in recruitment and hiring

- Support diversity-related clubs and organizations

2013-2014 Diversity Committee Accomplishments

The Executive Subcommittee
The charge of this subcommittee is: "to advise on policy and other issues related to the successful stewardship of the full committee." The Co-Chairs of this subcommittee are the Co-Chairs of the full committee.
This subcommittee accomplished the following:
- Planned monthly full-committee meetings which scheduling meetings, inviting speakers, creating the agenda, and recording minutes
- Wrote "Rules and Procedures for the Diversity Committee"
- Administered election of TFO representatives for FY15-16

The Academic Subcommittee
The charge of this subcommittee is: "to discuss and further issues and course-related material in both content and pedagogy." The Chair of this subcommittee is the Director of the Curriculum Transformation Project or designee. This subcommittee accomplished the following:
- Planned The Year of Social Justice
  - During FY15, professors who wish to participate and who feel their students would benefit, are incorporating a curricular or extra-curricular component into their courses. There will be various components including visiting speakers, artisans, public art projects, film screenings, volunteer opportunities
- Secured funds to pay for a Women's History Month advertisement in the *Campus Current*
- Assisted with AACC Diversity Day as well as with advertising the Middle Eastern Women's event;
- Reading and judging the Black History Month essay contest; and with contracting with African American faculty to offer extra credit for a series of African American dance workshops.
- In conjunction with the Curriculum Transformation Project, the committee gave a presentation on, and provided funding for, "It Gets Better at AACC" and "AACC Rainbow Network."
- Sheri Venema, a member of the subcommittee, created a major assignment for her journalism class to write an article to support diversity issues, using statistics provided by Dr. Ricka Fine.

The Cultural and Student Affairs Committee
The charge of this subcommittee is: "to promote the celebration and to further the discussion of diversity issues on campus." The Co-Chairs of this subcommittee are

Director of Student Engagement and the Dean of Student Affairs or their designee. This subcommittee accomplished the following:

- A student-created Diversity Banner was unveiled during the Coming Out Week activities. A visual arts project, consisting of a diversity banner with a design called "We Are AACC," was finalized. It includes the word DIVERSITY at the top with each letter representing words relevant to the meaning: Different, Individuals, Valuing Each Other, Regardless of Skin Color, Intellect, Talent or Years. The graph of hands on the poster represents words or ideas received from students that identify or represent each person's heritage. This large banner was hung in the Student Services Building during the academic year.
- In addition the group planned over 20 activities to support the celebration of diversity issues on campus.

The PR/Website Committee
The charge of this subcommittee is: "the promotion of diversity-related topics to the campus and community at-large." Various college websites were reviewed this year with the intention of recommending changes in FY 2014. The diversity webpage will include an overview of the committee goals and various links to diversity sites. In conjunction with Public Relations and Marketing, the page location will also be updated to generate more interest and to be more easily accessible at www.aacc.edu.

College Image and Reputation – Anne Arundel Community College provides opportunities for military, veterans and dependents to achieve their academic, professional and personal enrichment goals. AACC is a member of the Servicemembers Opportunity Colleges (SOC), a consortium of more than 1,900 higher education institutions and associations working to provide higher education opportunities to service members and their families. AACC established a college-wide council to engage the college community in a dialogue and a process to develop programs and services to increase access to and success in postsecondary education for active military, veterans and their families. AACC was selected as a Military Advanced Education Top Military-Friendly College for the fourth year in a row.

The college continues to enhance and expand services to military/veteran students. In October 2012, AACC entered into a Memorandum of Understanding with the Annapolis Veterans Center to offer on-campus counseling.

AACC also has a student veteran ambassador program in place. The program is designed to connect veterans at AACC with others who have successfully transitioned to the college environment. AACC established a Military/Veterans Resource Center on campus specifically for military/veteran students. The center is staffed by student ambassadors

and an assistant. These individuals have been trained by student services staff and are able to answer questions from military personnel and veterans.

Additional work to attract greater numbers of minority students to the college is under way through the Student Achievement and Success Program (SASP), particularly through recruitment for two summer programs: Summer Bridge (designed for African American students) and Adelante (designed for Hispanic students). In addition, through the work of the college's Educational Talent Search (ETS) program, which works to prepare low-income, minority and first-generation middle and high school students to enter college, minority participants are encouraged and assisted with enrolling at the college. The college should continue to work toward increasing the diversity of the student population, particularly increasing the numbers of African American, Hispanic, and Asian students that enroll.

Programs and Services to Support Student Success - Throughout FY 2013, the college has implemented and/or expanded a number of programs and services to support the success of the college's diverse student population. In response to the growing concern related to the success of minority students, the college has expanded work being done through the Student Achievement and Success Program (SASP). Since 2002, the **Student Achievement and Success Program** (SASP) has served as a support and retention program designed to increase the academic success, retention, graduation and transfer of students who traditionally may have more barriers and challenges to overcome in order to realize their goals. These students are first-generation college students, low-income, under-prepared and/or minority. Services provided include walk-in tutoring, life skills/study strategy workshops, cultural activities, college visits, and informal interactions with faculty/staff, academic monitoring and incentive scholarships.

Additionally, two bridge programs are offered to assist incoming students with transition into AACC: **Summer Bridge** (designed for African American students) and **Adelante** (designed for Hispanic students). During FY 2013 the programs served more than 950 students.

The effectiveness of SASP is determined using many measures, one of which is fall-to-spring retention. The performance measure for this program is that student participants will attain a fall- to-spring retention rate at the same level, or higher, of comparable non-participants.

An examination of the fall (2012) to spring (2013) retention rate shows that SASP students were retained at a rate of 73.5% compared to SASP-eligible students at a rate of 62.8% and the overall college rate of 73.3%. The retention rate is significantly higher than the SASP-eligible group. Although the SASP retention rate is only slightly higher

than that of the overall college rate, the SASP program provides services for students that national data have shown tend to be more at-risk and harder to retain.

First Year Experience (FYE) Program: The First Year Experience Program (FYE) was developed and implemented as a separate program housed within SASP that specifically targets students who are (a) required to take two or more developmental courses and (b) minority or first generation college students. FYE provides an intrusive, case management approach to enhancing the career, social and academic skills of participants. Services provided include extended orientation, participation in a designated Student Success Course, common book reading, participation in faculty-led labs sessions, weekly tutoring and study groups, ongoing intrusive advising and monitoring of progress, and incentive scholarships. This program has been created and expanded through funding provided by the Maryland Challenge Access Challenge Grant for the third consecutive year. The program serves approximately 105 students.

Part of the grant funding for the FYE program was targeted to professional development of faculty and staff who work with diverse student populations, including developmental students, both inside and outside of the classroom. This year FYE\SASP partnered with the college's Curriculum Transformation Project - Diversity Institute, "Reaching Beyond the Typical Barriers to the Development for African American and Latino Males," to bring Dr. Larry Coleman and Dr. David Truscello to campus to provide training to 30 faculty and staff in an interactive session that focused on the use a "critical pedagogy" approach to examine the racial and cultural elements that drive the success and the failure of members of these populations. The presenters provided the group with tools that can be used to evaluate the learning environment as well as some approaches to strengthen the achievement of these learners.

The effectiveness of FYE is determined using many measures, one of which is fall-to-spring retention. The performance measure for this program is that student participants will attain a fall- to-spring retention rate at the same level, or higher, of comparable non-participants.

An examination of the fall-to-spring retention rates of the fall 2012 cohort shows that FYE students were retained at a rate of 74.6 % compared to a rate of 60.5% for FYE-eligible students who were required to take two or more developmental courses and 73.3% of all AACC students. Additionally, 57.3% of the FYE 2011 cohort students were retained fall to fall, compared to 46.7% for FYE-eligible students who were required to take two or more developmental courses and 56.7% of all AACC students. The FYE fall 2011 students who were provided additional intentional services during their second year were retained from fall 2012 to spring 2013 at a rate of 90.3%, which was 20% greater

than fall 2011 students who did not receive additional services. Thus, the data shows that FYE students were retained at higher rates than the comparison student population.

Black Male Initiative (BMI): Due to concerns related to the success of black men at AACC, in spring 2011 the Dean of Student Services Office and the Student Achievement and Success Program (SASP) began discussing the needs of this population and what programs and services could be implemented to have a positive impact on success. One result of this discussion was the intentional design and implementation of the Black Male Initiative (BMI). The BMI, which is designed for black male students but is open to anyone who is interested in participating, is intended to give male students the opportunity to (a) interact with other black male students, faculty and staff; (b) identify present and potential barriers to success; and (c) identify support programs and services that could positively impact their success. Through the course of this academic year, participants engaged in monthly talks and a retreat and attended a Black Male Summit. Participation in the annual Black Male Summit increased from 60 in attendance in 2012 to more than 100 in 2013. Additional services were provided through the course of this academic year, and a new pilot BMI was initiated, consisting of 20 first-time African American male students who received additional targeted services.

While the college continues to work effectively to support and serve an increasingly diverse student population, strategies are under consideration to expand current efforts through the development of new initiatives targeting minority populations.   For example, Achieving the Dream provides resources that can be used to help better identify minority students' needs and gauge their attitudes toward the college in terms of how they perceive its commitment to equity and to success for all students.

In addition, providing more resources in terms of funding, staff, and space to expand programs that have been found effective in meeting the needs of diverse student populations, including SASP, FYE, and BMI, is a sound approach to augmenting current efforts to attract and retain more minority students.   Further, working in tandem with the Student Association to assess student needs and enhancing communication among students, faculty, and staff with regard to embracing and valuing diversity will enable AACC to continue to be a leader in serving the entire spectrum of students who can benefit from the excellent educational and training opportunities the college provides.

2. **Efforts to increase numerical representation of traditionally unrepresented groups**

AACC remains committed to increasing the number of students from minority backgrounds.

TABLE 2. Minority student enrollment compared to service area population

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Benchmark Fall2015
Percent nonwhite enrollment	28.8%	31.5%	32.0%	32.9%	30.0%
Percent nonwhite service area population, 18 or older	25.1%	25.6%	26.0%	26.5%	N/A

3. Efforts to create positive interactions and cultural awareness

The following campus activities occurred during the 2013-2014 academic year.

9/5   Reception for minority students & students who registered with Disability Support Services

Hispanic Heritage Month events
9/18   Hispanic Heritage Arts and Crafts for Kids
9/26   Muevelo Latin Dance performance
9/27   Latin Dance Workshop
9/30   Zumba
10/4   Latin Dance Workshop
10/4   Latin party
10/16   HHM Game Show

National Coming Out week
10/7   Micro-Aggression workshop
10/8   Stuff that LGBT people like workshop
10/9   LGBTQ Communities and Culture

10/11   Kenya Safari Acrobats
11/14   Sweets for Soldiers – in honor of Veterans day

2/12   Soul Food lunch
2/25   Lecture – Dr. Joy DeGruy "The effects of post-traumatic slave syndrome"
2/28   Trip to Blacks in Wax Museum

Women's History Month
3/5   Poet Ebony Stewart
3/7   Women's Empowerment Symposium
3/7   Singer Frenchie Davis

Multicultural week
4/7   Bantigua Arts: Afro Caribbean Dance Troupe
4/8   Origami Workshop

9

4/9   Journalist Laura Ling – "Journey of Hope in North Korea"
4/10   Old Mill HS Steel Drum band

For 2014-2015, members of the Curriculum Subcommittee under the Diversity Committee have planned a year-long academic theme entitled: "The Year of Social Justice." A definition of social justice, as well as a rationale on this initiative can be found under Appendix D.

Campus-Based Hate Crimes

Under current college policy related to hate crimes, *"Anne Arundel Community College must report any of these offenses and any other crime involving bodily injury reported to local police agencies or to a campus security authority if there is evidence victims were intentionally selected because of their actual or perceived race, gender, religion, sexual orientation, ethnicity/national origin or disability."*

There has been no hate crimes reported to the Department of Public Safety during the past three years.

4. Other Noteworthy Initiatives

Hiring of Chief Diversity Officer

After two nationwide searches AACC is proud to announce Mr. James A. Felton III as its first chief Diversity Officer.

The Chief Diversity Officer, reporting to the President, provides leadership and strategic direction in creating and nurturing a college climate that is welcoming, inclusive, respectful and free from discrimination, intolerance and harassment. This position advocates for change and embraces the value of equity, diversity and inclusion. The Chief Diversity Officer is responsible for developing and delivering activities that promote an inclusive environment for all students, staff, and faculty. This includes advising the college administration on matters affecting recruitment, selection and education of the college community for the purpose of creating an inclusive climate. The Chief Diversity Officer supports a curriculum that focuses on diversity and addresses the social construction of difference as well as the causes and effects of structured inequality. In addition, the Chief Diversity Officer encourages the use of pedagogical strategies that support and affirm different student backgrounds and learning styles and develop strong critical thinking skills.

A full copy of the Job description can be found under Appendix A.

Mr. Felton began in July 2014. A copy of his bio can be found under Appendix B.

Appendix A
Chief Diversity Officer Job Description

CHIEF DIVERSITY OFFICER

FUNCTION

The Chief Diversity Officer provides leadership and strategic direction in creating and nurturing a college climate that is welcoming, inclusive, respectful and free from discrimination, intolerance and harassment. The Chief Diversity Officer is responsible for developing and delivering activities that promote an inclusive environment for all students, staff, and faculty. This includes advising the college administration on matters affecting recruitment, selection and education of the college community for the purpose of creating an inclusive climate.

SUPERVISION

General and Daily Supervision: President

DUTIES AND RESPONSIBILITIES

- Plan, direct, implement, evaluate and update college diversity and inclusion activities that create and nurture a diverse and inclusive college climate.

- Plan, provide and coordinate communication outreach efforts to the community to promote diversity

- Lead, manage and facilitate completion of diversity initiatives consistent with strategic and diversity plan goals.

- Coordinate the development, implementation and regular revision of a cultural assessment of the college climate, analyze results and compare over time to measure progress.

- Collaborate with Human Resources Department, Federal Compliance Manager and Office of Institutional Professional Development to develop and coordinate a robust professional development program for the college community.

- Assist the Federal Compliance Manager with the annual Affirmative Action Report; monitor results and advise Human Resources Department on potential issues.

- Co-chair diversity committee meetings/activities.

- Analyze trends as related to EEO, affirmative action and diversity, and assist in developing solutions to any adverse conditions.

- Consult with and advise Human Resources concerning strategies for attracting diverse applicants to the college.

Chief Diversity Officer, continued

- Complete required an annual college report on diversity outcomes, as well as required federal, state and local reports (MHEC diversity report, VETS 100 etc.)

- Provide periodic reports to the President and Vice Presidents concerning the progress of the diversity programs, initiatives and activities.

Other duties as assigned by the Vice President and/or President.

QUALIFICATIONS

Master's degree in related field (Psychology, Human Resources Organizational Development, Management, etc.) required.

Minimum of five (5) years experience including two years in a leadership position with responsibility for diversity and inclusion initiatives and activities.

Experience managing a diversity program in higher education, along with curriculum development, organizational development and change.

Working knowledge of federal, state and local laws affecting employment practices.

Excellent oral, written and interpersonal communication skills.

Knowledge of human resources practices, procedures, and state and federal laws and regulations related to equal employment opportunity and higher education

Intercultural communication knowledge and skills.

Proficiency with Microsoft Office

Ability to deal tactfully and confidentially with the internal and external college community.

- **ESSENTIAL JOB FUNCTIONS**
THIS POSITION IS OVERTIME EXEMPT
SIGNATURES

_____   _____

Executive Director, Human Resources   Date

_____   _____

President   Date
Chief Diversity Officer
3/14

Appendix B
Bio of Mr. James A. Felton III, Chief Diversity Officer

Biography
of
James A. Felton III

Anne Arundel Community College (Arnold, Md.) has named James A. Felton III as its first Chief Diversity Officer. In that position, he is responsible for providing leadership to college administrators, faculty, staff and students while building an inclusive climate on campus.

Before coming to AACC, Felton was the inaugural Director for Intercultural Affairs and an adjunct instructor for Human Services at Western Carolina University in Cullowhee, N.C. His professional achievements include working on the nationally renowned University of Wisconsin's Diversity Plan 2008 (Green Bay campus), providing oversight for the Pennsylvania State System of Higher Education's Partnership Pre-college Program for underrepresented middle and high school students and managing a Multicultural Fellowship program for 100 students at Lebanon Valley College in Annville, Pa.
A noted leader, educator, mentor and scholar-practitioner in the areas of diversity, equity and inclusion in higher education, Felton has presented more than 50 workshops and presentations on leadership and diversity; coordinated national scholarship and mentor programs for underrepresented students; partnered with corporate, federal agencies and nonprofit organizations to promote programs on diversity and social justice; and worked on numerous strategic and campus diversity plans.

Felton is a member of the International Higher Education Teaching and Learning Organization (HETL), the National Association for Multicultural Education (NAME) and the National Association for Student Affairs Professionals (NASPA). Recently, he was appointed to the National Advisory Council for the National Conference on Race and Ethnicity (NCORE). He is also an active member of Alpha Phi Alpha Fraternity Inc.
Felton earned a Bachelor of Arts degree in Psychology and a Master of Science degree in Educational Administration from McDaniel College in Westminster, Md. He is pursuing a Ph.D. in Global Leadership with a concentration in Academic Administration from Indiana Tech in Fort Wayne, Ind.

Appendix C
Institutional Diversity Goals 2014-2015

Chief Diversity Officer
Goals FY 15

The following goals and objectives were developed to provide a strategic mission and direction for the CDO role while providing overall leadership and oversight for institutional diversity.

CDO Goal#1:   Establish a formal name and mission for the CDO operation.

CDO Goal#2:   Create a presence for the CDO position at the campus, community, and regional level.

CDO Goal#3:   Develop institutional diversity partnerships with corporate, non-profit, and grassroots organizations within the county, state and region.

CDO Goal #4:   Develop a mechanism for "telling our story."

CDO Goal #5:   Provide a strategic direction for the Diversity Committee.

CDO Goal #6:   Collaborate with Human Resources to develop a comprehensive recruitment and retention.

CDO Goal #7:   Review retention and success programs for underrepresented students.

The CDO goals are reflected in the President's Goals FY 15 under the following:

Budget/Enrollment:

- Develop an enrollment management plan by June 30, 2015. Plan should incorporate key concepts from Achieving the Dream and the Hanover Research.
  - **CDO.7.A:** Compile a comprehensive list of curricular and co-curricular programs and initiates that promote underrepresented student retention for AACC students by January 30, 2015.
- Develop an enrollment plan that provides flexible strategies for enrollment fluctuations.
  - **CDO.7.B:** Provide recommendations on existing minority recruitment and retention programs and initiatives and propose new and innovative ventures that leverage the resources of our campus and local communities by March 30, 2015.

County Council, County Executive and County Delegation:

- Develop a sustainable communication mechanism to keep legislative stakeholders informed on issues impacting the college.
    - **CDO.2.D:** Explore opportunities to participate, and speak at various educational, corporate and community programs and events by June 30, 2015.
    - **CDO.3.D:** Create a repository and establish relationships with corporate and non-profit organizations with a shared or similar focus on diversity and inclusion (i.e. Washington Regional Task Force Against Campus Prejudice; the Anne Arundel County NAACP; The Baltimore Urban League; YWCA; The Legislative Black Caucus of Maryland; the Maryland Commission on Civil rights; Governor's Ethnic Advisory Committees on African American, Hispanic, and Asian-Pacific American Affairs, statewide LGBTQ councils, etc.) by June 30, 2015.

Innovation

- Create systems that inspire and foster innovation and institutional renewal. Provide each VP a 2015 goal to have one innovative practice prepared and ready to share at the spring League Board meeting.
    - **CDO.1.B:** Develop a Transformational Intergroup Dialogue initiative for the campus and local community by June 30, 2015.
- Create a communication/public relations plan to promote innovative ideas and recognize faculty/staff contributions to be initiated no later than January 1, 2015.
    - **CDO.4.A:** Develop a marketing and publicity plan to highlight a diversity of thought and experience among our faculty, staff, and students by June 30, 2015.
    - **CDO.4.B:** Establish a mechanism for chronicling historical and significant events with regard to diversity and inclusion at the college; and in particular, the recording and archiving of key events noting the college's presence and/or role in the community by June 30, 2015.

Workforce/Human Resources

- Implement systems that attract diverse candidates for faculty and staff positions. Increase the number of diverse candidates applying for college positions by 10%.

- CDO.8.A: Hire an outside consultant to assess and make recommendations on current hiring practices with regard to increasing the number of underrepresented faculty and staff by January 30, 2015.
- CDO.8.B: Review and revise (if necessary) training and dissemination on conducting employment search and screens by June 30, 2015.
- CDO.8.C: Develop a metric for collecting and analyzing diverse applicant pools by March 30, 2015.
- CDO8.D: Identify and participate in professional development organizations/activities that promote diversity and inclusion within human resources by June 30, 2015.

Diversity/Inclusion:

- Work with newly hired Chief Diversity Officer to review and refine our current diversity plan by January 1, 2105.
    - CDO.1.A: Establish a name that addresses the essential duties of the job description and reflects the current and future needs of the institution by January 30, 2015.
    - CDO.1.B: Propose essential functions, programs, and initiatives of the operation and make appropriate recommendations with regard to additional staffing and resources by January 30, 2015.
    - CDO.1.C: Foster a climate of inclusion to include a common set of principles and best practices with regard to diversity in higher education by June 30, 2015.
    - CDO.1.D: Develop marketing and publication materials by January 30, 2015.
    - CDO.1.E: Create a website by January 30, 2015.
    - CDO.1.F: Form an advisory group comprised of faculty, staff, students, administrators and community members who can provide immediate input and assist the CDO in making immediate decisions with regard to establishing and sustaining a base of operation by September 1, 2014.
    - CDO.2.A: Connect with members of the Board of Trustees by January 30, 2015.
    - CDO.2.B: Establish open communication with essential college committees by June 30, 2015.
    - CDO.2.C: Establish a base and hold open forums with various faculty, staff, student and community stakeholders, as well as determine a frequency of communication by June 30, 2015.
    - CDO.2.E: Develop a mechanism for providing periodic reports to the President and Vice Presidents concerning the progress and assessment of diversity programs, initiatives, and activities by January 30, 2015.

- **CDO.5.B:** Develop a new institutional diversity plan by June 30, 2015.
- **CDO.5.A:** Consider reorganizing the current composition and representation of the Diversity Committee to include community stakeholders by June 30, 2015.

Professional Development:

- Attend training opportunities to expand knowledge base.
  - **CDO.3.A:** CDO will apply and participate in the Leadership Anne Arundel program by September 1, 2015.
  - **CDO.3.B:** Carry out responsibilities and duties as a member of the National Advisory Council for the National Conference on Race and Ethnicity (NCORE)-Three year, renewable term to expire 2017.
  - **CDO.3.C:** Co-chair the Maryland Diversity Roundtable by September 30, 2014.

Appendix D
Year of Social Justice Initiative

The Diversity Committee invites you to join in
The Year of Social Justice at AACC

Why a Year of Social Justice?
Since so many people on campus are already working to make the world a better place, we knew we could do more if we pooled our resources and shared our ideas. Plus, when students connect schoolwork to their daily lives, they succeed at higher rates.

What is Social Justice?
Social justice is a concept that implies fair treatment of all people and mutual responsibility for establishing a peaceful world in which all people have equal access to the full range of resources needed for the realization of human potential, regardless of their community, gender, ability, race, ethnicity, class, age, sexuality, religious affiliation, or other group membership.

Approaches to social justice vary widely and include emphases such as systemic and policy change, protection of universal human dignity, fair distribution of resources, equality before the law, equal access to power, recognition of diverse cultural perspectives, and conscious capitalism.

What's Planned?
Kick-off Lecture and Discussion by David Smith on October 1, 2-3:15 in FLRS 101
- ➤ Contact Maureen Sherer

Truxal Library Exhibit on Social Justice throughout October
- ➤ Contact Mea Lee

Film Series
- ➤ *Blood Brother* on Sept 10 @ 3:30 in CRSC 247 and on Sept 11 @ 2 pm in HUM 112
- ➤ *Made in LA* on Oct 30 @ 11 am in FLRS 101
- ➤ *The House I Live In* (spring)
- ➤ *The Invisible War* (spring)
- ➤ Contact Michelle Phillips

Community Service Meet and Greet on Sept 16, 8:30-10am, SUN 102
- ➤ Contact Stephanie Goldenberg

Campus-Wide Read
- ➤ Contact Carolin Woolson

Multimedia Student Contest
- ➤ Contact Karen McGady

Public Art Project
- ➤ Contact Jin Lee

Pete Seeger Memorial Concert
- ➤ Contact Chris Ballengee

Speech Contest
- ➤ Contact April Copes

Disability For a Day
- ➤ Contact Denise Portis

Year of Social Justice Continued

Here's how you can get involved:
- Imagine solutions to injustices you see and bring them to the planning committee
- Consider what you already teach; you might already have a SJ lesson
- Tie YoSJ events to something you do in your class.
- Change an assignment to include social justice in your field.
- Help someone who is planning an event or project
- Represent your department on the YoSJ planning committee
- Offer extra credit to your students for attending YoSJ events

Some ideas that might get you thinking:
Health: Research social determinants of health and debate the ethical considerations of various options
Communications: Create public service announcements, examine media coverage of issues
Business: Do an analysis of the consequences of "sex sells"
Law: Evaluate AACC from Americans with Disabilities Act perspective
Graphic Arts: Create a campaign against hate language
Pair classes
- Business + Statistics report on SJ issues
- Business + marketing address social responsibility with service learning

Pair a class with a student club
- Human Services Club + economics play "Star Power"

Invite your department to create a project
Make a list of social justice issues in your field to share with your department

For more ideas, check out these resources for teachers on the web:
- University of Colorado: http://www.unco.edu/TeachingCommunicationActivism
- Teachers for Social Justice: http://www.teachersforjustice.org
- Teaching for Change: http://www.teachingforchange.org
- Network of Teaching Activist Groups: http://www.teacheractivistgroups.org
- Activist Teachers Network: http://activistteacher.com
- Journal for Critical Education Policy Studies: http://www.jceps.com

INSTITUTIONAL CULTURAL DIVERSITY UPDATE REPORT
2013/2014

President's Message

At Baltimore City Community College (BCCC), diversity and inclusion are fundamental to our mission and culture. We believe in the power of diversity because each member of our College brings a unique background and life experiences that add tremendous value to our learning community. Having a diverse community not only establishes us as a microcosm of the larger world around us, but also creates an environment that fosters innovation, collaboration, critical thinking and creativity. It reinforces BCCC core values that define diversity as recognizing, accepting, appreciating and supporting individual differences; most importantly, a diverse community aligns with our mission of educational access, equity and opportunity.

In a global society, embracing diversity is a conscious effort that is growing in importance every day. Baltimore City Community College is fortunate to attract and host a diverse population of students, faculty and staff that represent and reflect global and cultural perspectives that expand our view of the world. We continually focus on 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 and, 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 at Baltimore City Community College. Your support and endorsement of this plan is welcome and appreciated.

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 is an innovator in providing quality education for a diverse population of students to meet the challenges in an ever-changing competitive workforce and environment.

Mission:

Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area.

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 the shared community imperatives of:

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;

Teaching

- Impacting knowledge skills, and values that are essential to the success of the individual and growth of the community;

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.

Excellence

- Providing excellent teaching, student services, customer services and community engagement;

Professionalism

- Adhering to the highest standard of customer service.

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.**

   Recently, enrollment declined significantly at the College. The impact of the enrollment decline resulted in sharp budget cutting measures. Consequently, the Spanish-speaking recruiter has not been hired. However, to assist with providing

information to Hispanic enrollment prospects, we hired a part-time Spanish-speaking student ambassador in the summer of 2013 and he continues to work in that role in the Office of Admissions.

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. **Mr. Ronald H. Smith, co-chair**	**Vice President of Student Affairs - Interim**
2. **Dr. Tonja Ringgold, co-chair**	**Interim Vice President of Academic Affairs**
3. Ms. Sheryl Nelson	Executive Director of Human Resources
4. Ms. Maureen Corneal	Vice President of Institutional Advancement and Research
5. Mr. Gregory Mason	Vice President of Business and Continuing Education
6. Calvin Harris	Interim 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. Mrs. Robin Washington-Scott	Dean of Enrollment Management
10. Mrs. Nicole Becketts	Dean of Student Development
11. Antonio Herrera	Chief Information Officer
12. Ms. Charlene Gray	AFSCME Local Representative at BCCC
13. Olayiwola Bakare	President of the Student Governance Association
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) <u>Diversity on the job: The Importance of Diversity and the Changing Workplace</u>, 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 needs be done to improve the quality of the college community.**

Over the last year, (2014) the Human Resources Office has offered training classes for Faculty/Staff pertaining to Cultural Diversity Awareness, EEO Training for Directors, Managers and Supervisors as well as affording employees the opportunity to attend external trainings focusing on diversity such as Women in Higher Education Leadership Summit, Leading, Strengthening and Educating Multi-Cultural Communities and more.

Again, Human Resources are committed to ensuring a fair and equitable work environment that fosters diversity and inclusion. There will be new diversity initiatives identified and implemented for the upcoming fiscal year.

Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Students

- Representatives from Business and Continuing Education Division (BCED) and the Office of Recruitment and Admissions staffed an information table at the annual 2014 Cinco de Mayo Festival in the Fells Point community. During the two-day event BCED staff collected dozens of interest cards and distributed information about ESL, GED, credit programs and financial aid.
- The Refugee Youth Program hosted their second annual gala entitled Culture Clash: A Celebration of International Fusion on Friday, February 21, 2014 at the AME Zion Church located in Baltimore, MD. The fund raising event featured international cuisine, live performances and commemoration. Over 140 people attended the event, which helped raise more than $5,000 to support general programming and field trips
- *Interweaving Traditions: Bookbinding Across Cultures,* a unique book arts exhibition celebrating the cultures of refugee youth, opened at the Reginald F. Lewis Museum of Maryland African American History & Culture (RFLM). The show featured work by Baltimore City Community College's Refugee Youth Project (RYP) high school students utilizing creative bookbinding methods and non-traditional materials.

- Flower Mart – The RYP program participated in the Annual Baltimore Flower Mart held May 2nd in the Mt. Vernon neighborhood. RYP staff sold unique items made by RYP youths to raise money to support program activities.
- English Language Services partnered with the Office of Recruitment and Admissions 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.

Student racial/ethnic distribution	Fall 2011	Fall 2012	Fall 2013
a. African American	75.5%	74.7%	80.6%
b. Asian, Pacific Islander	1.5%	1.9%	3.1%
c. Hispanic	1.2%	1.5%	1.0%
d. American Indian/Alaskan	0.1%	0.1%	0.8%
e. Native Hawaiian/Pacific Islander	0.2%	0.2%	0.3%
f. White	8.3%	8.2%	8.2%
g. Multi-Race	0.6%	0.8%	1.2%
h. Foreign/Non-Resident Alien	10.6%	11.2%	4.6%
i. Unknown	1.9%	1.4%	0.1%

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 2013.

Faculty

Minorities constitute 66% of full-time faculty and 73% of full-time administrators and 69% of other full-time professional staff. The College advertises for vacant or newly created positions 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	Fall 2013
Percent minorities of full-time faculty	62%	61%	59%	59%	63%	66%
Percent minorities of full-time administrators	72%	73%	73%	78%	71%	73%

Percent minorities of full-time administrative and professional staff	69%	72%	71%	70%	67%	69%

Note: As per State and federal guidelines, categories of staff have been changed beginning with fall 2013.

Efforts Designed to Create Positive Interactions and Cultural Awareness on Campus

Business and Continuing Education

- On March 14, 2014, BCED staff and Chief of Public Safety, William Booth hosted the China Career Education and Campus Safety Delegation. The Chinese group of 15, led by Mr. Cai Zhaoli, Deputy Director General, Department of Education of Shaanxi Provincial People's Government, consisted mainly of public safety directors from 12 Chinese universities with several educational officers. After an overview of BCED basic skills and workforce training programs, BCED staff and Chief Booth answered wide-ranging questions about workforce training, GED preparation, student demographics, transitions within BCCC, and transfer.

- On May 16th, BCED staff hosted a delegation from Ilisimatusarfik University in Greenland. The visitors' goal was to gain insight into improving education in Greenland, furthering international and cultural exchanges and gaining insight into adult education programs. The Department of State wanted the delegation to be introduced to Baltimore City Community College's English Language Services to explore its outreach to marginalized populations and efforts to develop inclusive education programs, with a focus on excellence in English language skills-building, and faculty development.

Student Affairs

- BCCC staff and students helped organize the 3rd annual Pan-African Festival in Silver Spring, MD on September 21, 2013.

- The International Students Club held its annual International Students Thanksgiving Feast, on November 26, 2013, raising $500 for the International Students Scholarship Fund, a student-generated fund established to assist international students.

- On December 11, 2013, the College held its second Human Trafficking Symposium, with community and national experts in the field of law enforcement and victim services, and human trafficking intervention and prevention.

- The History Club and Sociology & Anthropology Club collaborated with the Office of Student Life and held an event during Black History Month to explore the connections between African & Latino cultures historically in the Americas. BCCC professors, Dr. Servio-Mariano and Dr. Johns-Hackett presented.

- On March 28-30, 2014, the International Students Club in conjunction with the Office of Student Life organized a trip by 12 students and 2 staff chaperones to attend the annual International Student Leadership Conference, which focuses on leadership and diversity. The College has attended 10 of the conference's 12 years, as sometimes the only community college. BCCC students were able to interact with national and international speakers, hundreds of students from around the world.

- On April 2, 2014, Dr. Sampson Davis, New York Times best-selling author, spoke about how he and two other doctors had succeeded as African American men, after growing up in the inner city, overcoming an environment of fragmented families and rampant illicit drug use. Dr. Davis is previous winner of the Essence Lifetime Achievement award. The event was well-attended and sponsored by the Library and the Bookstore.

- April 9, 2014, Prof. Richard Bucher gave talk on autism, "*Lessons Learned from our Son Jimmy: Living with Autism*."

- On April 29, 2014, the College celebrated its 6th annual International Heritage Day, which explores the culture of a particular country. This year's China Day featured traditional Chinese lion dancers from Washington, DC, a fashion show, kung fu demonstrations, a BCCC faculty guest speaker, authentic Chinese food, and more. Admissions Office staff who work with international students coordinated the event in collaboration with the Office of Student Life, the Student Government Association, and faculty, staff and student volunteers. A local elementary school specializing in Chinese language and culture participated.

- On May 1, 2014, the College held its fourth annual **Civility, Sensitivity and Diversity Conference**, entitled "R.E.S.P.E.C.T. - Unlocking Matters of the Heart." The conference included a keynote presentation by Traciana Graves, speaker, trainer and "America's go-to strategist for creating cohesive workplaces and safe colleges," as well as sessions on dating and domestic violence, healthy relationships across all

sexual orientations, gender roles and a discussion of lesbian, gay, bisexual, transgender and questioning (LGBTQ) issues. Workshops were conducted by BCCC faculty and staff as well as off-campus experts from Family and Children's Services of Central Maryland, Inc. and Chase Brexton Health Care.

- In this past academic year students formed many new clubs, including a Muslim Student Association, and an LGBTQ club.

- Sign language interpretation was provided at campus-wide and community events on an as-needed basis, including a job training event held by a large local employer (Horseshoe Casino).

- On May 1, 2014, members from the Disability Support Services Office attended an annual review about disability issues in higher education, sponsored by Capital Area Association on Higher Education and Disabilities, held at Loyola University. A BCCC staff member provided interpreting services.

- Students from the newly formed Sociology & Anthropology Club raised money for an inaugural study abroad trip to Belize, which will explore issues of Afro-Caribbean cultures.

Human Resources

Professional Development Council (PDC) In-house Training:

- African Americans' Midlevel Administrators in Community College (3 attendees from Student Affairs, Academic Affairs and Business and continuing Education division) – October 2013

- (Un)Changing Institutions: Work, Family, Gender, in the New Economy (1 faculty attendee from Academic Affairs) – March 2014

- National Conference for Black Studies 39th Annual Conference: Reconfigurations of What it Means to be Black: From Antiquity to 21st Century Meanings of Blackness Economy (1 faculty attendee from Academic Affairs) – March 2014

- Leading, Strengthening and Educating Multi-Cultural Communities (1 attendee from Institutional Advancement, Marketing and Research Division) – April 2014

- National Council on Black American Affairs (1 attendee from the President's Office) – April 2014

<u>Cultural Diversity Awareness Workshop</u> sponsored by BCCC Professional Development Office and held on site – May 2014

This session examined the fact that present trends in immigration and birth rates are making the workforce more culturally diverse. The training allowed participants the opportunity to explore patterns of cross-cultural communications, common causes of misunderstanding and appreciation of cultural differences as a positive aspect of our multi-cultural society.

Upon completing this workshop, participants were expected to be able to:

- Develop a Better understanding Of Individual Differences within the Workplace and How to Use These Differences to Benefit BCCC's Mission.
- Learn Effective Skills To Manage Diversity That Exists Among Groups
- Review And Reiterate The Federal And State Guidelines And Policies That Govern Us From Day To Day.
- Learn The Organizational Benefits Derived From Appropriate Acceptable Behavior And The Possible Consequences From Inappropriate And Unacceptable Behavior

Professional Development Council funded Conferences and Workshops for faculty and staff:

- (Un)Changing Institutions: Work, Family, Gender, in the New Economy (1 faculty attendee from Academic Affairs) – March 2014

- National Conference for Black Studies 39th Annual Conference: Reconfigurations of What it Means to be Black: From Antiquity to 21st Century Meanings of Blackness Economy (1 faculty attendee from Academic Affairs) – March 2014

- Leading, Strengthening and Educating Multi-Cultural Communities (1 attendee from Institutional Advancement, Marketing and Research Division) – April 2014
- National Council on Black American Affairs (1 attendee from the President's Office) – April 2014

- NISOD International Conference on Teaching and Leadership Excellence (3 attendees from Academic Affairs) – May 2014

- Women in Higher Education Leadership Summit (1 attendee from Student Affairs) – June 2014

Academic Affairs

- English Professors Theron Coleman and Latonia Moss, made presentations for Women's History Month.
- Professor Leverette Carlton, Art, gave a retrospective of his ceramics work. His work appears in such private collections as the late Cab Calloway. Professor Leverette explained his work, as an African American artist, creating mainstream artifacts.
- March 2014, Professor Jà Hon Vance, English, hosted the "Real Men Stand" Lecture Series during Black History month in February and a Celebration of Women.
- Professor Vance, in collaboration with Melvin Brooks, Associate Dean of EHVPA, and Student Affairs, hosted the Fourth Annual QUEST Conference with approximately 135 participants from around the country.
- In February and March 2014, Professor Zak Kondo, History, conducted a speakers' series in which he presented, throughout Black History Month and presented on Black Women and Feminism during Women's History Month.
- Dr. Rebecca Johns-Hackett, History, is working with the Eastern Shore Maryland community as well as with BCCC students to facilitate the production of authentic historical experiences that shed light on Black history in this region.

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 has 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 are 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 2014, 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.

- In April 2014 hand-bound art-books created by young refugee students from the RYP program were featured as part of the *Interweaving Traditions: Bookbinding across Cultures* exhibit at the Reginald F Lewis Museum.

- In May 2014 representatives from BCED participated in Baltimore's Cinco de Mayo Celebration distributed college literature and recruited students from among the city's Latino population.

- In May 2014 the college's work with refugee youths through its RYP program was featured on the Comcast Newsmakers Internet news program.

- The **Granville T. Woods Scholars Program** within the Student Affairs Division will travel to Buenos Aires, Argentina during the summer session. The GTW scholars will study Spanish in an intensive emersion program. They will be provided an opportunity to experience another culture from a lived perspective. The learning will occur both inside and outside the classroom. They will go on excursions and see first-hand, historical monuments, works of art and experience the academic system of another culture/country.   When you study abroad your education grows exponentially faster than if you stay home and you learn to appreciate differences. You live and learn in your host culture 24/7. Their experience will also translate into tangible benefits later in life.

- BCCC will staff a booth at the Latino Festival (June 21-22) as well as the African American Heritage Festival (June 21-22).

Reporting Hate Crimes

Reporting incidences considered to be a hate crime is addressed in 34 CFR 668.46 and promulgated under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes statistics act and amended by Section 488 (e) of the Higher Education Opportunity Act.

A hate crime is broadly defined as an act intended to cause harm, or a threatened or attempted act to cause harm, toward a victim based upon the victim's actual or perceived race, religion, ethnicity, sex, gender identity, sexual orientation, or disability. An incident of this type must be investigated thoroughly and promptly to learn all the facts and until there is sufficient information to either verify or deny that a hate crime has occurred. The Clery reporting guidelines specify that before an incident can be reported as a hate crime, objective facts and circumstances must be present to lead a reasonable and prudent person to conclude that the offender's actions were motivated, in whole or in part, by the offender's bias. These crimes include murder, negligent manslaughter, sex offenses-forcible, sex offenses-non-forcible, robbery, aggravated assault, burglary, motor vehicle theft, arson, and any other crime involving bodily injury.

The following is the College's procedure for reporting the incident of a hate crime:

- Alert Public Safety who will conduct an interview with the victim and any known witnesses (in private, if possible).
- Promptly secure the area, preserve the crime scene and all available evidence.
- Public Safety will contact Baltimore City Police Department to request an investigation and processing of the crime scene.
- Photograph the crime scene.

- **Public Safety will prepare a clear, concise and complete report which is forwarded to the Chief of Public Safety as quickly as possible.**
- **Public Safety will also provide a copy of the incident report to the Vice President of Student Affairs for consideration regarding violation of the Student Code of Conduct.**
- **Public Safety will be responsible for reporting all incidents of hate crimes found to be true in accordance with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.**

Diversity/World View Annual Report

September 2014
Carroll Community College
1601 Washington Rd
Westminster, MD 21157

Approved, by the Board of Trustees
August 20, 2014

Carroll Community College
Diversity/World View Annual Report
2014

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 monitors 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: 90%
Outcome: 95.4%

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: 90%
Outcome: 96.9%

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: 8.2% (The current percentage of non-whites within the service area population)
Outcome: 8.7%
Because the number of students within each racial/ethnic category is less than 50, all racial/ethnic categories are reported as a whole.

Measure: Percent minorities of full-time faculty,
PAR #19
Benchmark: 8.2% (The current percentage of non-whites within the service area population.)
Outcome: 3.9%
Efforts to meet benchmark: Please refer to Section II.

Measure: Percent minorities of full-time administrative and professional staff, PAR#20
Benchmark: 8.2% (The current percentage of non-whites within the service area population.)
Outcome: 9.4%

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: English: 53.6% (down from 55.8% the previous year)

         Reading: 71.3% (up from 47.6% the previous year)

         Math: 53.0% (up from 49.7% the previous year)

The most recent data available is for the 2012-2013 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.

Efforts to meet benchmark: All developmental courses have been redesigned. The increases in math and reading are credited to the redesigned curriculum which was fully implemented last year.   The redesigned English curriculum was fully implemented in spring 2014 and, 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: 64.4% (up from 38.1%* last year)

The most recent data available is for the fall 2008 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.

*Please note that last year this outcome was incorrectly reported as 34.8%.

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: Full-time: 72.5% (down from 75% last year)

         Part-time: 75.9% (up from 64% last year)

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 2013-2014 academic year:

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; 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: 72.1% (up from 60.6% last year)
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 2008 cohort.
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 identify activities and events*

Measure: Racial/ethnic composition of all full-time and part-time employees.
Benchmark 8.2% (The current percentage of non-whites within the service area population.)
Outcome: 8.5%

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: 90%
Outcome: 94% (From the 2013 employee survey.)

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: 90%
Outcome: 94% (From the 2013 employee survey.)

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 higheredjobs.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 15 percent.
- The percentage of full-time non-white faculty members has increased from 3% to 4%. *
- The percentage of full-time non-white administrative and professional staff is now 9.4%.*
- The percentage of all full-time and part-time non-white college employees is 8.5%.*

*The percentage of non-whites in the service area population, 18 or older, is 8.2%

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 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. A continual assessment of each course's content provides assurance that sufficient emphasis is placed on diversity and global awareness.

Other efforts to introduce diversity into the curriculum include:
- Increase the number of "diversity certified" courses.
- Increase the number of "diversity certified" courses required for graduation.
- A proposed Letter of Recognition for students taking more Diversity/World View courses than required.
- Requiring DVTY-115 (Diversity in the U.S.: Living in a Multicultural Society) for Hills Scholars.

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 fourth annual "Diversity Week" which included a discussion/luncheon attended by students, faculty, and staff; a workshop; a service learning opportunity; dance lessons; and a movie and discussion.

Throughout the year the college hosted thirty-six documented diversity related events including thirteen service learning opportunities, seven workshops, two student panel discussions, and a poverty simulation exercise. The Social and Cultural Awareness Academic Community and the Multicultural Club remained active.

Faculty and Staff Cultural Training

During the summer and fall of 2012, the college offered an online disability awareness training program "In Their Shoes" to all full-time 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. In the fall of 2013, the training was offered to part-time employees as well.

During the fall of 2013, diversity roundtables were held for about 100 employees of the college. Trained faculty and staff facilitators conducted interactive sessions with employees on micro-aggressions and sensitivity to differences in the workplace. These sessions completed the year-long diversity awareness initiative with almost 300 employees in attendance.

In the spring of 2014, college employees were surveyed regarding their preferences for additional diversity related survey. The responses have been tallied and plans are being made for appropriate employee development during the next academic year.

Carroll Community College

Annual Security Report for 2013

OFFICE OF PUBLIC SAFETY

Prepared September 2014

MISSION STATEMENT

Serve and protect in order to establish a safe and secure learning environment for all members of the Carroll Community College community, as well as visitors to the College; protect physical assets of the College in accordance with Maryland and County laws using sound security principles; ensure that the rules and regulations of the College are upheld and equitably enforced; and support the mission of the College.

In support of that commitment and as pursuant to 20 United States Code section 1092(f), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the College publishes an Annual Crime Report that is available by October 1 of each calendar year. The following information is provided to meet the requirements of the Act and has been prepared using the information obtained by the CCC Office of Public Safety and Security, as well as combined statistics supplied by the Westminster City Police Department, Carroll County Sheriff's Office, and the Maryland State Police.

CAMPUS CRIME STATISTICS

This report contains categories of crime statistics for the main campus, branch campus, and certain non-campus properties, which have been reported to local police and campus security authorities for the three most recent calendar years and includes combined statistics for on-campus, branch campus, non-campus, and public property adjacent to the College's facilities. This report is distributed to current students and employees by direct email, stating where the report is posted on the College's website. Individuals may also request a paper copy of this report. The College also notifies prospective employees and students through various means.

ON CAMPUS

Type of Incident	2011	2012	2013
Murder/Non-negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses - Forcible	0	0	0
Sex Offenses - Non-forcible (incest & statutory rape)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	1	0
Arson	0	0	0
*Larceny (theft)	16	16	9
Hate Crimes/Prejudice (Hate crimes can include all of the above categories as well as larceny-theft; simple assault; intimidation; and destruction, damage, or vandalism of property,	0	0	0

or any other crime involving bodily injury)			
Arrests on Campus-Liquor Law Violations	0	0	0
Arrests on Campus-Drug Law Violations	1	0	0
Arrests on Campus - Illegal Weapons Possession	0	0	0
Disciplinary Actions - Liquor Law Violations	0	0	0
Disciplinary Actions - Drug Law Violations	1	0	0
Disciplinary Actions - Illegal Weapons Possession	0	0	0
Domestic Violence (effective 2013)			0
Dating Violence (effective 2013)			0
Stalking (effective 2013)			0
Total	18	17	9
*Denotes those crimes and arrests not required to be reported under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act			

NON-CAMPUS PROPERTY (Multi-Service Center)

Type of Incident	2011	2012	2013
Murder/Non-negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses Forcible	0	0	0
Sex Offenses Non-forcible(incest & statutory rape)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
*Larceny (theft)	0	0	0
Hate Crimes/Prejudice (Can include all of the above categories as well as larceny-theft; simple assault; intimidation; destruction, damage, or vandalism of property; or any other crime involving bodily injury)	0	0	0
Arrests on Campus-Liquor Law Violations	0	0	0
Arrests on Campus-Drug Law Violations	0	0	0
Arrests on Campus Illegal Weapons Possession	0	0	0
Disciplinary Actions Liquor Law Violations	0	0	0
Disciplinary Actions Drug Law Violations	0	0	0
Disciplinary Actions Illegal Weapons Possession	0	0	0
Domestic Violence (effective 2013)			0
Dating Violence (effective 2013)			0
Stalking (effective 2013)			0
Total	0	0	0

 *Denotes those crimes and arrests not required to be reported under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

BRANCH CAMPUS PROPERTY (Mt. Airy Center)

Type of Incident	2011	2012	2013
Murder/Non-negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses Forcible	0	0	0
Sex Offenses Non-forcible(incest & statutory rape)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
*Larceny (theft)	0	1	0
Hate Crimes/Prejudice (Can include all of the above categories as well as larceny-theft; simple assault; intimidation; destruction, damage, or vandalism of property; or any other crime involving bodily injury)	0	0	0
Arrests on Campus-Liquor Law Violations	0	0	0
Arrests on Campus-Drug Law Violations	0	0	0
Arrests on Campus Illegal Weapons Possession	0	0	0
Disciplinary Actions Liquor Law Violations	0	0	0
Disciplinary Actions Drug Law Violations	0	0	0
Disciplinary Actions Illegal Weapons Possession	0	0	0
Domestic Violence (effective 2013)			0
Dating Violence (effective 2013)			0
Stalking (effective 2013)			0
Total	0	1	0

*Denotes those crimes and arrests not required to be reported under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

PUBLIC PROPERTY
All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Type of Incident	2011	2012	2013
Murder/Non-negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses Forcible	0	0	0
Sex Offenses Non-forcible (incest & statutory rape)	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Hate Crimes/Prejudice (Hate crimes can include all of the above categories as well as larceny-theft; simple assault; intimidation; and destruction, damage, or vandalism of property, or any other crime involving bodily injury)	0	0	0

Arrests on Campus-Liquor Law Violations	0	0	0
Arrests on Campus-Drug Law Violations	0	0	

including emergency operations, risk management, facilities, information technology, and academic affairs, as well as the B2 df d ‑ CARE Team to ensure a safe environment.

These uniformed officers work closely with local law enforcement officers who quickly respond for assistance and/or arrest and prosecution when notified by College personnel or when requested by a victim of a crime. The College has a Memorandum of Understanding with the B 2 B2 L Rgd œ‑ Nœbd for the investigation and response to alleged criminal offenses.

In the event of student unrest not requiring police assistance, Campus Public Safety and Security officers escort student(s) to the Dean of Student Affairs for student disciplinary action as appropriate.

Campus security officers are available at all times that the College is open. Faculty, staff, and students are encouraged to report suspicious, behavioral, or criminal activity by speaking with a campus security officer directly, by dialing 8123 from any internal College phone located in each classroom and in hallways, or by dialing 410-386-8123 from any other phone. You may also call the Office of Public Safety and Security at 410-386-8600 2 c / œ2 Lgd Hœ2 L2 Bd Ld L2 request a campus security officer. One may also use Blue Light emergency call boxes on campus or, in certain instances, a panic alarm device issued by security personnel for use while on campus.

You do not have to give your name to report a crime. If you are the victim of a crime, you do not have to press charges. Although the College urges victims of crime to press charges, it is your decision. State prosecutors have the authority to file charges for any crime they deem appropriate.

BLUE LIGHT EMERGENCY CALL BOXES
The College has installed Blue Light emergency call boxes in each parking lot and on the N, T, and K buildings. Large signs and blue lights mark the locations of the emergency boxes. Activating these emergency boxes places a call to the College's emergency phone line, x8123, and security officers are immediately dispatched. As an additional safeguard, each call box is equipped with a strobe light that will flash when a message is transmitted. This will enable the responding College personnel to better locate the box from which the call has been placed. If assistance is required in the event of an emergency, go to the nearest call box and follow the instructions printed on the box. A Campus Public Safety and Security officer or a campus administrator will provide assistance. After normal operating hours, calls from the Blue Light emergency boxes are forwarded to the County's 911 Center.

STUDENT CARE TEAM
Carroll Community College adheres to policies supporting the safety and security of all members of the College community. The purpose of the CARE Team, an interdisciplinary committee composed of key administrators, faculty, and staff, is to serve as a network focused on prevention and early intervention in situations involving students experiencing distress or engaging in harmful or disruptive behaviors.

The CARE Team provides ongoing assessment in accordance with College policies related to student behavioral issues in an effort to prevent violence on campus. The CARE Team is not a crisis response team but responds proactively to student behavior issues and may work with the Crisis Management Team to respond to a campus crisis situation. Faculty and staff are encouraged to report any behavioral issues that may be of concern to the safety and security of

the individual and/or the College community by logging on to WebAdvisor, then clicking on Faculty-

CRIME LOG – PUBLIC RECORD

A daily Crime Log is maintained in the Office of Public Safety and Security that contains the most recent 60-day crime activity. This log contains the nature, date, time, and general location of each crime and the disposition of the complaint if known. Crime Logs are also maintained at the Branch Campus (Mt. Airy Center) and the Non-Campus location (BERC Center).

CAMPUS ACCESS

Carroll Community College is an open campus welcoming many citizens to attend credit and continuing education courses, meetings, and activities. Some students are issued identification cards. Everyone using the campus, including visitors, is required to show proper identification when requested by a College Public Safety and Security officer or authorized personnel of the College. Visitors are welcome on campus when conducting business or using the facilities in accordance with College policy.

All buildings are locked and secured by campus security officers in accordance with scheduled classes and activities in the buildings. On Sunday the College is closed unless there is a planned special event or class. In these cases the doors nearest that event are opened 1/2 hour prior to the scheduled starting time and secured 1/2 hour after the event. During these special events, the only doors open are those needed to provide access to the event and emergency fire exits. Unauthorized people are not allowed in the building during closed hours. It is the policy of Carroll Community College to have an advisor present at all student organization events (on or off campus). The advisor is responsible to report all criminal activity to the local law enforcement in that jurisdiction, as well as the Carroll Community College Office of Public Safety and Security; the Dean of Student Affairs; or the Executive Vice President of Administration by the next working day, all of whom will then forward that information to the proper College administrators.

The College does not have any student organizations housed off campus to be monitored by law enforcement.

TIMELY WARNINGS - EMERGENCY RESPONSE AND NOTIFICATION

Carroll Community College has an emergency plan that provides protocol for all-hazard events. Immediate emergency notification to the campus community is achieved through a multi-faceted system of communication utilizing e2Campus, which reaches registered users through their cell phones, pagers, email, and social portals, and posts messages on the College's website, Facebook page, Twitter page, as well as Blackboard. The College also uses the PA system and phone-zone paging, and ᒪgd B2 df d -   c 2 - - ᒪd . Updates are provided ᒪ2 ᒪgd b2   ᒪ - f ᒪgd B2 df d - website, as well as e2Campus notifications.

The College issues an immediate notification to the campus community upon confirmation of a significant event involving an immediate threat to the health or safety of students and employees, unless issuing a notification will compromise the efforts to contain the emergency. Emergency notifications are sent out through the Office of the Executive Vice President of Administration, and during non-business hours by the Office of Public Safety and Security.

Training on emergency policies and procedures is provided at least twice a year. In addition, college officials present materials to students, faculty, and staff through orientation, faculty

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development and professional development sessions. Emergency tests and drills are conducted each year, and policies and procedures are reviewed and updated annually.

CAMPUS SAFETY AND SECURITY AWARENESS PROGRAMS

Awareness of crime, crime prevention, sexual offenses and prevention of sexual assault are topics of continued importance. The College presents multi-media informational programs at various times throughout the year to enhance student awareness and knowledge of these topics. Safety and security information is also posted in every College classroom.

In addition, the Wellness Center provides a variety of educational materials, hosts educational workshops, plans awareness activities, and provides services and student referrals. The College also hosts a Health Fair, which provides information on suicide prevention, depression, blood pressure and cholesterol screenings, dermatological care, and healthy eating information.

The College also has an emergency operations program, in which emergency response team members and building monitors have been trained in safety issues on campus. Each year, emergency training and safety programs are provided on campus. In addition, various safety brochures are distributed to faculty, staff, and students, and at faculty orientation. The College also provides news items and safety information through a space on Blackboard, a student instructional platform.

DRUG FREE SCHOOLS AND COMMUNITIES ACT

Carroll Community College is concerned about the adverse effects that drugs and alcohol can have upon society, families and education. It is the policy of the College to comply with the Drug-Free Schools and Communities Act Amendments of 1989 by adopting and implementing a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by the students and employees of Carroll Community College.

B 2 B2   L B2 df d - - a- L bd - d 2 b cdb   d- Lg LLgd B2 df d   2t tolerate the illegal use of alcohol or the manufacture, possession, use, distribution, dispensation, or sale of controlled, dangerous substances, illegal drugs of any kind, or associated paraphernalia on any of its locations, within any of its facilities or vehicles, or any College-sponsored or supervised activity on or off campus.

Violation of this policy by employees or students will result in disciplinary action, up to and including dismissal, consistent with normal College policy and procedures, and in addition may be subject to criminal prosecution, which can include fine and imprisonment. The College will cooperate with appropriate health and law enforcement agencies.

Students and employees needing help in dealing with such problems are encouraged to use their health insurance plans or other appropriate community assistance programs. A list of County agencies and descriptions of various health risks associated with the use of illicit drugs or alcohol is available in the offices of Student Life, Wellness Center, and Human Resources. Employees of the College may seek assistance through the College - D 2 dd - - - L bd Program (EAP). The Office of Human Resources Department will provide information.

Under the Drug-Free Workplace Act of 1988, should an employee be convicted of a criminal drug statute violation occurring in the workplace, it is Lgd d   2 dd - 2a f L2 l2 2Le Lgd appropriate vice president no later than five (5) days after such a conviction. The employer must then notify the appropriate federal agency within ten (10) days after the receipt of such notice

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from the employee. Within 30 days of receipt, it is the College - d- 2 - a L l2 L d Lgd appropriate personnel action.

As required by the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act Amendments of 1989 and as a condition of employment and enrollment at Carroll Community College, each student, faculty, and staff member is required to abide by the terms of this policy.

SEXUAL HARASSMENT

Sexual harassment will not be tolerated at Carroll Community College. As a matter of College policy and of law, sexual harassment is defined as: unwelcome sexual advances, request for sexual favors, or other physical or verbal conduct of a sexual nature, including but not limited to, the following circumstances:

- When submission to such conduct is made explicitly or implicitly a term or condition of c c - d 2 d L2 L2eLgd dc b L2 2bd- - :
- When submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such an individual; or
- When such conduct has the purpose or effect of unreasonably interfering with an c c - 2 2 b cd b d e2 bd 2 b d L f L c L f g2- L d or offensive working or educational environment.

It is recognized that sexual harassment may occur between persons of the same or different genders. Conduct that may constitute sexual harassment may include:

- Visual signals, gestures or non-verbal behavior;
- Oral comments, threats, questions or sounds;
- Distribution or display of written or graphic material;
- Inappropriate touching and other physical behavior or contact when such conduct is of a sexual nature or can be interpreted as offensive or unacceptable by a reasonable person;
- Any other conduct fitting the preceding definitions

Such misconduct on the part of any employee or student of the College, at any level, will result in appropriate disciplinary action, up to and including dismissal. Managers, supervisors, and faculty members are required to maintain a workplace and educational atmosphere free of harassment, intimidation, hostility or offensiveness. Failure to take necessary corrective steps when a subordinate engages in such conduct will subject supervisors and managers to disciplinary action and/or financial liability.

Students who believe that they have been subjected to sexual harassment as part of the educational process may:

- Discuss it with the appropriate academic division chairperson if desired;
- Make inquiry of the Dean of Student Affairs, the Integrity and Judicial Affairs Advocate, or the Coordinator of Student Retention.

Employees who believe that they have been subjected to sexual harassment may seek an investigation by contacting the Col df d - Equal Employment Opportunity Officer or the Director of Human Resources. Persons making inquiry about sexual harassment concerns will be advised that some form of action, informal or formal, must be taken by an official of the College. The College will promptly investigate complaints of sexual harassment and, when necessary, will institute disciplinary proceedings against the offending individual. The College is committed

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to affording reasonable confidentiality and individual protection against reprisals to those reporting violations of this policy and due process to those accused of violations.

The deliberate filing of false accusations of sexual harassment is a serious offense which may result in disciplinary action. In cases where a fourth through first degree sexual offense (involving sexual contact or a sexual act) or rape is alleged, the incident will be referred to the B2 df d - Neebd 2eO a b R edL c Rdb L - d - the Executive Vice President of Administration as a matter of course due to the criminal nature of the allegations. (Criminal Law Article of the Maryland Code)

SEXUAL ASSAULT POLICY
In accordance with the Education Article, Maryland Code Annotated, and the Campus Security Act (20 U.S.C. section 1092 (f.) (8), and because of its serious efforts to avoid any and all types of sexual assault, Carroll Community College has a strong policy on sexual assault which is implemented, distributed and posted each academic year in a variety of ways so as to reach all students, faculty and staff.

Carroll Community College is committed to providing a safe environment for students, faculty, and staff. The College will not tolerate sexual assault: a continuum of behaviors ranging from a touch to a completed rape which violates any criminal law, and/or the Code of Integrity for Academic and Behavioral Standards. The College will seek without hesitation, disciplinary proceedings in accordance with the faculty handbook and/or the College catalog, including sanctions as severe as dismissal from Carroll Community College. This policy applies to every student, faculty, and staff member of this College.

Resources can be found on the College campus, as well as in the nearby community. The Director of Student Life is responsible for coordinating resources and sexual assault information.

Confidentiality is of critical concern and everything will be done to protect confidentiality. However, total confidentiality cannot be guaranteed. The College is a State educational institution, which is subject to the Maryland Public Information Act.

REPORTING SEXUAL ASSAULT
Students and employees who believe that they are victims of a sexual offense at Carroll Community College should notify College security officers (410-386-8123) or any College administrator immediately. In the event an administrator is notified, the administrator shall immediately notify Security.

Campus security shall immediately:
1. Inform the individual (a) of his or her right to notify the appropriate law enforcement authorities and urge them to do so; (b) of his or her right to file an application for criminal charges with the appropriate court commissioner; (c) of the importance of preserving evidence (d) the nearest hospital equipped with the Maryland State Police Sexual Assault evidence collection kit, which from campus is Carroll Hospital Center, 200 Memorial Avenue, Westminster, MD. The individual has the right to refuse medical care and evidence collection.
2. Notify at the request of the victim the appropriate law enforcement officials and disciplinary authorities of an incident of sexual assault. If the victim does not wish to report the crime to local law enforcement for assistance or further action, and the crime occurred on campus, the crime will still be reported to the Carroll County Rgd œ- Neece without disclosing the identity of the victim.

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3. Provide prompt assistance of campus authorities: the Dean of Student Affairs, the Integrity and Judicial Affairs Advocate, or the Coordinator of Student Retention, who will offer to a victim of sexual assault the following services: (a) information on how to contact the Student Assistance Program-SAP that provides mental health services/counseling on behalf of the college (b) contact information for other victim service entities within the County (Rape Crisis Center), or nearest state-designated rape crisis program; (c) upon the request of the alleged victim, makes every effort to provide transfer of the alleged victim to alternative college courses, if such alternatives are available and feasible.

If off campus, dial 911 to report an incident to the appropriate local law enforcement. Reporting a crime does not necessarily obligate you to follow through with prosecution.

The College condemns the intentional filing of fraudulent accusations of sexual assault. If the complainant is a student or College employee and it is concluded that he/she intentionally filed a fraudulent report, he/she will be subject to disciplinary actions which may range from reprimand to suspension or dismissal depending on the gravity of the accusation.

College disciplinary proceedings, as well as special guidelines for cases involving sexual misconduct, provide that the accused and the victim will each be allowed to choose a College advocate to accompany them throughout the hearing. The advocate may be a Carroll faculty or staff member or another Carroll student. Both the victim and accused will be informed of the outcome of the hearing. A student found responsible of violating the College‑‑d misconduct policy could be criminally prosecuted in the State courts and may be suspended or expelled from the College for the first offense.

DATING VIOLENCE, DOMESTIC VIOLENCE AND STALKING - Prevention and Response

Carroll Community College prohibits and will not tolerate dating violence, domestic violence and stalking by an employee, student or participant in a college - sponsored program or by an individual present on college property.

The Higher Education Administration (HEA) defines the crime categories of domestic violence, dating violence, and stalking in accordance with section 40002(a) of the Violence Against Women Act of 1994 as follows:

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- a current or former spouse or intimate partner of the victim,
- a person with whom the victim shares a child in common,
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,
- a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies [under VAWA], or
- any other person against an adult or youth victim who is protdbLdc e2 Lg L d ‑2 ‑ bL cd Lgd c2 d‑Lb 2 e 2 d bd ‑ 2eLgd ‑ c bL2 ‑

C L f 2 d bd d - 2 d bd b2 Lldc a d ‑2 –

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- who is or has been in a social relationship of a romantic or intimate nature with the victim; and

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When a victim contacts Office of Public Safety and Security, a college security officer will respond and conduct an investigation. The victim may choose for the investigation to be
- dc Lg 2 f g Lgd b - Lbd - Ld Lgd b2 df d - RL cd L Code of Conduct, or both.
The Office of Public Safety and Security will provide information and resources to victims to help them make informed decisions about the incident. Counseling is available through the college student assistance program. The college will also provide written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance and their rights and options.

The college will also provide written notification to victims about options for and available assistance in changing academic, transportation and working situations.

College disciplinary proceedings will allow the accused and the victim to have an adviser or support person present during the hearing. Both the victim and accused will be informed in writing of the outcome of the hearing. A student found guilty of 2 L f Lgd b2 df d - 2 b d- against Dating Violence, Domestic Violence, or Stalking could be suspended or expelled. Students who are victims of these offenses have the option to change their academic situation if such changes are reasonably available.

SEX OFFENDER INFORMATION
The Campus Sex Crimes Prevention Act is a federal law enacted on October 28, 2000 that provides for the tracking of convicted, registered sex offenders enrolled as students at institutions of higher education, or working or volunteering on campus. The law requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice of each institution of higher education in the State at which the person is employed, carries on a vocation, or is a student. To find the sex offender registry for Maryland, go to http://www.dpscs.state.md.us/onlineservs/socem/default.shtml or access the web link through BBB - da- Ld - db L f d- Sg - - Ld 2 cd- e2 L2 2 df - Ld dc - d 2eed cd - enrolled and/or employed at all Maryland institutions of higher education.

Carroll Community College is committed to offering accessible educational opportunities to our community. In support of that commitment, the College maintains an open door policy of admission. However, the college also provides learning opportunities for the younger learners and houses a child development center. Therefore, the College prohibits the enrollment or employment of sex offenders listed on any State Services Sex Offender registry and/or Maryland Department of Public Safety and Correctional Services Sex Offender Registry. This policy also prohibits any registered sex offender from enrolling in online classes or programs, or from attending or participating in any college-sponsored events or activities, on or off campus.

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Cultural Diversity Plan

2012 - 2014

Year Two Updates for MHEC

CECIL COLLEGE

Vision Statement
"Cecil College will be the premier provider for learning throughout the region."

Mission Statement
Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence.

Core Values
Cecil College is dedicated to the following core values as observed by the Middle States accreditation team:
1. **Quality** – The College advances quality standards through faculty, academic offerings and support services provided to students. This is evidenced in institutional practices, learning and administrative outcomes.
2. **Learner-Centered** – The College maintains a strong commitment to all learners and their emerging needs, by fulfilling the academic, cultural, and workforce needs of the region.
3. **Diversity** – The College embraces diversity in its curriculum, activities, student population, and staff.
4. **Inclusiveness** – The College promotes a caring environment that is rooted in a participative governance structure. Mutual respect and trust are evidenced in collaborative work teams who cross over divisions, departments, and programs.
5. **Green** – The College strives to be as gentle on the environment as practical. We conserve, recycle, use sustainable materials, and use practices to educate our community and set a strong example.
6. **Family Friendly Workplace** – Policies and practices take a holistic approach recognizing that work is one component of a full and satisfying life.
7. **Global** – Cecil's students, family and staff are ready to thrive in a global community.
8. **Culture of Evidence** – Cecil College uses data and makes the investments necessary to understand what practices support student success.
9. **Thrift** – Decisions are made carefully so that resources are conserved and maximum value is delivered for taxpayers. Cost containment will be in great evidence in words and actions at Cecil College.

Strategic Initiatives
Strategic Initiative 1: Shift to an emphasis on student *completion*.
Strategic Initiative 2: Continue to champion *bachelors and higher degree* program availability in Cecil County.
Strategic Initiative 3: Create workforce opportunities related to *federal government expansion* regionally and nationally, especially regarding Base Realignment and Closure (BRAC).
Strategic Initiative 4: Become a regional leader in incorporating *innovative technology* for learning.

STATUTORY PROVISION §11-406 OF THE EDUCATION ARTICLE
Alignment with the Cecil College Cultural Diversity Plan

Overview of Alignment

Since 2001, Cecil College's Multicultural Services Department has been guided by the Cultural Diversity Plan. The plan includes strategic objectives that are responsive to the needs of the College's student population and the surrounding community. Since 2012, this plan was intentionally aligned with the Maryland State statutory provision §11-406 of the Education Article. Inasmuch, the overarching strategic objectives included are: 1. Student Recruitment, Retention, and Academic Success, 2. Promotion of Cultural Activities in Collaboration with Community Partners, 3.Inclusiveness and Critical Thinking in the Curriculum, and 4. Cultural Diversity in all areas of Employment and Professional Development.

Summary of Alignment by Criteria

1. A summary of the institution's plan to improve cultural diversity. Please include all major goals, areas of emphasis, and strategy for implementation. Also provide an explanation of how progress is being evaluated, where progress has been achieved, and where continued improvement is needed.
The Cultural Diversity Plan outlines clear objectives, specific actions and outcomes, and progress-to-goal under each strategic objective (pages 9-15). The actions and goals are based on an analysis of the College's demographic profile (pages 4-5) as well as the demographic profile for Cecil County (pages 6-7). A college committee formulated the plan. It was reviewed and revised based on the feedback of a community advisory board for diversity. Quarterly updates are documented and reported to the Board of Trustees and the community advisory board annually.

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. Reports should include information on both campus-wide and program specific initiatives.
Targeted actions and outcomes to attract and retain a larger minority student, faculty, and staff population are outlined in two of the four strategic objectives. Specific actions, measurable targets, and progress-to-goal are also identified. These are as follows:
- Strategic Objective 1: Student Recruitment, Retention, and Academic Success (pgs. 9-10)
- Strategic Objective 4: Cultural Diversity in Employment and Professional Development (pgs. 14-15)

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.
Targeted actions and outcomes to broaden cultural awareness and promote diversity through curricular alignment are outlined in two of the four strategic objectives. Specific actions, measurable targets, and progress-to-goal are also identified. These are as follows:
- Strategic Objective 2: Promotion of Cultural Activities in Collaboration with Community Partners (pg. 11)
- Strategic Objective 3: Inclusiveness and Critical Thinking in the Curriculum (pgs. 12-13)

4. If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in the sections described above.
It is also notable that diversity is a core value in the College's Strategic Plan and included in the institutional mission as stated, "Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence."

SITUATION ANALYSIS BASED ON INTERNAL FACTORS

Credit and Non-Credit FTE
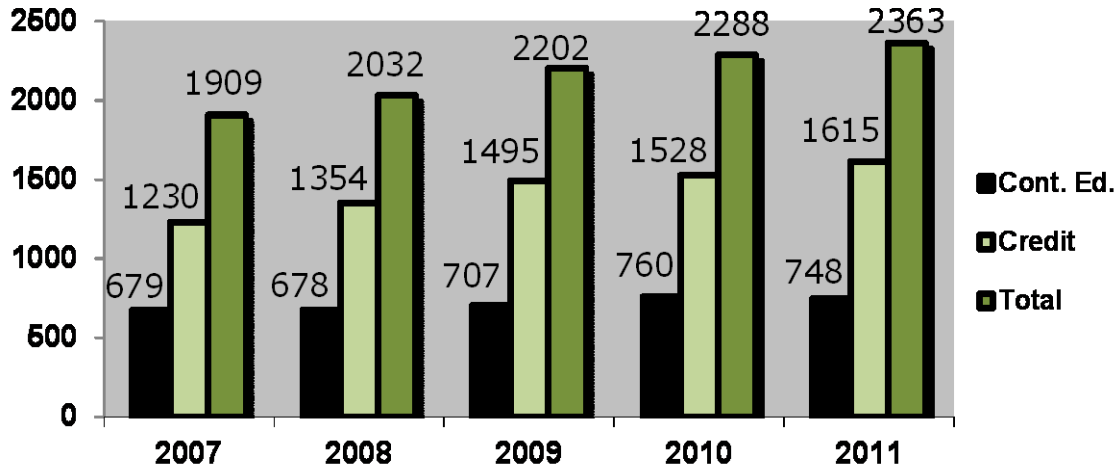
Credit Enrollment Summary

RESIDENCY

	Headcount				FTE			
	In County	Out of County	Out of State	Total	In County	Out of County	Out of State	Total
2010	2188	86	185	**2459**	709.9	24.1	60.0	**794.0**
2011	2266	90	250	**2606**	713.2	25.9	67.1	**806.3**
% Diff.	3.6%	4.7%	35.1%	**6.0%**	0.5%	7.5%	11.8%	**1.5%**

SELECTED DEMOGRAPHIC INDICATORS

	Gender		Enrollment Status		Admission Status		
	Male	Female	FT	PT	New	Continuing	Re-admit
2010	931	1528	1112	1347	775	1364	320
2011	980	1627	1078	1529	899	1416	292
% Diff.	5.3%	6.5%	-3.1%	13.5%	16.0%	3.8%	-8.8%

DIVERSITY

	African American	American Indian	Asian	Hispanic	Other	Total Minorities	Caucasian	Total
2010	202	24	39	67	31	363	2095	2458
2011	262	29	38	79	3	411	2212	2623
% Diff.	29.7%	20.8%	-2.6%	17.9%	-90.3%	13.2%	5.6%	6.7%

AGE

	<17	17 – 20	21 – 25	26 – 30	31 – 40	41 – 50	51 – 60	> 60
2010	16	1148	553	218	258	181	57	28
2011	39	1151	578	239	259	211	89	41
% Diff.	143.8%	0.3%	4.5%	9.6%	0.4%	16.6%	56.1%	46.4%

Source: 10/17/11 Daily Enrollment Report

Graduation Rates

2010 Ethnicity of Graduates (Total graduates = 160)

African American	14	8.8% of graduating class
Asian	2	1.3% of graduating class
American Indian	1	.6% of graduating class
Hispanic	5	3.1% of graduating class
Other	1	.6% of graduating class
Total Minorities	23	14.4% of graduating class

2011 Ethnicity of Graduates (Total Graduates = 189)

African American	7	3.7% of graduating class
Asian	5	2.6% of graduating class
American Indian	0	0% of graduating class
Hispanic	3	1.6% of graduating class
Other	2	1.1% of graduating class
Total Minorities	17	9.0% of graduating class

Retention

Fall to Fall Retention

All Minority Students

Fall '06 to '07	Fall '07 to '08	Fall '08 to '09	Fall '09 to '10	Fall '10 to '11
43.9%	45.7%	40.7%	42.0%	42.0%

All Students

Fall '06 to '07	Fall '07 to '08	Fall '08 to '09	Fall '09 to '10	Fall '10 to '11
43.1%	45.8%	45.8%	47.6%	45.9%

Fall to Spring Retention

All Minority Students

Fall '07 to Spr. '08	Fall '08 to Spr. '09	Fall '09 to Spr. '10	Fall '10 to Spr. '11	Fall '11 to Spr.'12
68.8%	66.1%	66.4%	64.2%	72.4%

All Students

Fall '07 to Spr. '08	Fall '08 to Spr. '09	Fall '09 to Spr. '10	Fall '10 to Spr. '11	Fall '11 to Spr.'12
67.0%	69.6%	68.4%	68.7%	69.8%

Situational Analysis Based on External Factors

Cecil County: Population Highlights

Sources: Cecil County Comprehensive Plan 2010 – and *Cecil County Census Data (2010)*

- As of 2010, Cecil County's population, including municipalities, is estimated at approximately 103,800, an eight percent increase over the County's population of 96,195 in 2005. This number is projected to increase to approximately 154,900 by 2030, or 49 percent.

- Projections approximate that 80 percent of the County's population growth (40,937 of 51,126 persons) between 2010 and 2030 will occur in growth areas, with the remaining 20 percent divided between North Rural (18 percent) and South Rural (2 percent) areas. Population in the growth areas would increase by 63 percent between 2010 and 2030.
- Approximately

Cecil County Race / Ethnicity

Total Population, 2010 estimate	103,800
White	88,348
Black	6,080
American Indian	246
Asian	1,078
Hispanic	3,407
Pacific Islander	43
Other Race	90
Two or More Races	1,816

Cecil County: Education Highlights

- Educational Attainment (age 25 and over):
  High school graduate or higher   81.2%
  Bachelor's degree or higher   20.0%

- Public school graduation rates have remained relatively constant over the past 10 years (1998 – 2007), averaging 83.1%. The highest percentage of graduates across this period was 85.4% in 2004.

- The number of students graduating from Cecil County public schools will increase only minimally over the next 5 years.

Sources: Maryland State Department of Education Fact Book, 2010-2011

- Enrollment in the public schools has declined by 1.7% from 16,521 students to 15,937 students over the previous five years. It will remain stagnate for the next 3 years.

- The annual drop-out rate of CCPS high school students is 3.13% and is just shy of the state average of 3.18%.

- Cecil County minority student enrollment is 18.8% of the total population enrolled in grades K-12, or 2,992 students. 30% of these students (898) are enrolled in grades 9-12.

Cecil County Public School Enrollment by Race (K-12)						
Total	Amer. Indian	Asian	African Amer.	Hispanic	Pacific Rim	2 or More Races
2,992	54	149	1,354	722	18	695
Approximate Enrollment by Race in Grades 9-12						
898	16	45	406	217	5	209

2012 Cecil County Public Schools Profile (Seniors Self-Reported)

	Gender			Ethnicity/Race				
	M	F	Total	Nat. Amer	Asian	Afr Amer	White	Hisp
Attend Four-Year College in MD	69	110	179	0	7	20	147	5
Attend Four-Year College Out of State	85	108	193	0	1	30	157	5
Attend an Ivy League School	0	0	0	0	0	0	0	0
Attend MD 2-Year College (Not Cecil College)	7	7	14	0	0	1	10	3
Attend Cecil College	172	262	434	1	9	37	370	17
Attend 2-Year College Out of State	5	22	27	0	0	10	16	1
Attend Career or Technical School/Training	34	19	53	0	0	1	52	0
Enter Employment (Related to high school program)	24	12	36	0	0	0	36	0
Enter Employment (Unrelated to high school program)	87	32	119	0	0	8	108	3
Enter Military	65	11	76	1	0	7	68	0
Enter Supported Employment (Individuals with disabilities)	5	2	7	0	0	2	5	0
Enter a Community Living Program	1	1	2	0	0	0	2	0
Offered at least one Scholarship	105	160	265	0	4	30	219	7
Other	5	3	8	1	0	0	6	1
*TOTAL Graduates	559	589	1148	3	17	116	977	35

2012 – 2014 Cultural Diversity Plan

Year 2: 2013-2014 Updates

Student Recruitment and Retention

Background Information –Although enrollment has grown among minority students, the College maintains growth as a priority. This is especially significant in regard to the retention and graduation of the students who enroll at the College. Greater emphasis must be placed on providing the resources needed to ensure the academic success of students.

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Enhance recruitment activities to increase the enrollment of minority students	• Increase the enrollment of ABE/GED learners by 5% through targeted outreach events for students by spring 2013. • Participate in 4 community events & programs in geographic locations where more minority residents can be informed of college opportunities. • Investigate technology use to track the progress of minority students by fall 2012	Mult Serv: Hoxter CE: Fletcher Recruit: Mishoe IR: Stoicescu	Fletcher: In FY'12 the percent of students who chose the goal of entering post-secondary education or further training increased to 17%. In FY'13 the percentage of students who entered post-secondary education dropped to 7%. Cecil College was still above the State average of 6% for all Adult Education Programs. The Adult Education Program hired a part time transition coordinator mid-year in the hope of seeing improvement in this goal for future years. Hoxter: Participated in a range of community outreach events. • 6/24/13 Chinese Festival, Hockessin , DE • 11/1/2013 Maryland Male Students of Color – 35 people from Cecil participated -Takoma Park, MD • 11/17/2013 Harford & Cecil County Black Youth in Action Debutante Ball – 25 female juniors & seniors • 1/20/2014 MLK Breakfast, 150 Wright's AME Church Elkton • 2/26/2014 APG Black History Program 600 middle school student participants, Aberdeen, MD • 3/22/2014 Pilgrim Baptist Church College Day-33participants /9 students Newark, DE • Participated in (3) 2014 CCPS award ceremonies- EHS 5/20; PHS 5/29; BMHS 6/4. Mishoe/Stoicescu: *Completed* student tracking project. Source code added to EX. Enabled continuing communications with prospective students. IR provides external data to understand employment and local market data. Reports created to analyze education and economy.
Increase the rate of enrollment of Cecil County High School minority graduates in CC	• Target Multicultural Recruitment Day participants to encourage fall '13 enrollment. • Increase minority enrollment at CC among recent CCPS grads by 3% in fall '12 – fall '14.	Min. Serv.: Hoxter Reg.: Swan Recruit: Mishoe Advising: Gischel IR: Stoicescu Resource: Adv. Board	Despite the College's overall decline of 4% in fall '13, minority enrollment increased 22% between Fall'12-Fall'14 from 406 to 499 minority students. • Participation in HS outreach events increased, subsequently, the enrollment of recent HS minority grads increased slightly but not 3%.

Increase the promotion of financial aid options to minority populations as a recruitment tool	• Secure scholarship funds to assist students with educational needs by contacting non-traditional resources (fraternities, sororities, veterans, community groups)	Hoxter, Ampersand, French Resource: Foundation, Advisory Board	Multicultural Services: • Organized annual Minority Scholarship Night with NAACP • Supported 2014 Alpha Phi Alpha Fraternity Banquet, 1 Cecil students received a full scholarship. • Secured scholarship for Phi Theta Kappa Scholarship Membership Fin Aid: • Presented to 150 students and parents in CCPS High Schools 12/1/2013-12/14/2014 • Presented fin aid workshop for men of color from local high schools (36 students) in spring '14 at Bo Manor HS. Library provides financial aid resources – DVD scholarships for Veterans, scholarship books and online information, links to websites and FAFSA.
Improve retention rate of minority students	• Increase retention of minority students from 42% to 46% by fall 2014 • Implement mentoring program to include 5 students and mentors by spring 2013. • Provide an orientation/workshop in fall 2012 and spring 2013 semesters for new and returning students. • Expand "Making Students Unique". (MSU peer mentoring effort that implements engagement activities each fall and spring semester).	Min. Serv.: Hoxter Advising: Gischel, Lampkin, Skelley Resource: MSU, MSSAB	Retention rates from fall'12 to fall'13 increased from 35.3% to 39.6% after a sharp drop in the previous year. More work is needed to achieve the 46% goal. Subsequently, the mentoring initiative was expanded to address this objective. • Created the Cecil College *Males of Color Initiative* where male employees of color mentor male students of color. • Hosted 33CCPS high school senior males of color for mentorship who participated in the Spring 2014 Next Steps Program. • MSU Co-advisors Lampkin & Hoxter provide ongoing advising and orientation to students at MSU fall & spring meetings (FY '14). • Advisors work with minority athletes (45 students) to plan for completion and schedule building (fall 2012 through spring 2014). • Monitor and mentor scholarship recipients for Muse and Alpha Phi Alpha Fraternity Scholarships. (3 scholarships received in FY '14) • "Making Students Unique" (MSU) Peer to peer monthly mentoring program continued in FY '14. • Degree completion for males of color advanced through participation in Maryland Male Students of Color Summit Nov1, 2013. Cecil sent a 13 member delegation. Three students and one employee presented at the summit. • Three Cecil students and three employee mentors attended the QUEST Conference – April10, 2014.

Cultural Activities in Collaboration with Community Partners

Background Information: It is important for the College to recognize that as an institution of higher education they must serve as an example to the community to expand awareness of multiculturalism. In as much, the College must continuously seek opportunities to offer programs to advance this commitment.

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Increase the number of joint programs hosted by CC and CCPS to increase college and career awareness among minority students	• Investigate new CCPS student programs at middle and high school levels for college recruitment by spring 2013. • Host a career event utilizing Multicultural Advisory Board members by spring 2013.	Mult. Serv.: Hoxter Career Serv: Coston Resource: MSSAB	• Career Blast program continued to expand career awareness of eighth grade students. 984 of 1174 eighth graders participated in 3 different components of program in FY '14. • FY'13-'14: Admissions conducted tour days for all public high schools. They also participated in the CCPS Teacher Orientation and CCPS College Fair (@4/30/2014). • Multicultural High School Recruitment Day for males of color - 33 males attended 04/24/2014 • Co-hosted Males of Color program with CCPS providing Career information, guidance, mentorship to 32 CCPS students SP'14
Enhance the level of communications between the College and area minority churches	• Develop a college electronic newsletter that is distributed in area churches 2 times annually. • Advertise the College's Multicultural Programs through church announcements and affiliations. • Visit 4 local churches and/or church event.	Mult. Serv.: Hoxter Mktg.: Conolly	• Participation in 4 different church events in FY '13 & '14. • Advertisements of multicultural events were widely distributed at churches in Cecil, Harford and New Castle Counties through social media and print pieces. • Marketing Multicultural events included Unity-flyer, digital sign, web, PR, social media; Native American - poster, digital, flyers, PR, social; Martin Luther King – poster, digital, PR, social; Mardi Gras – posters, digital, social; Song & Dance – PR, digitals, social.
Research MD community colleges for best practices in reviewing and enhancing diversity at Cecil.	• Identify a rep from Diversity Roundtable to evaluate our Cultural Diversity programs & plan by fall '12. • Evaluator will review college information and provide feedback by spring 2013.	Mult. Serv.: Hoxter MSSAB	A doctoral intern of the Morgan State Community College Program was commissioned to review the Cultural Diversity Plan. Ms. Gainers assessed the plan's relevance to student needs and connections to the surrounding community. The review included a comparison to national best practices. Findings and recommendations were presented to student affairs and the community advisory board. The findings will be used to frame the 2014-2016 Cultural Diversity Plan.

Enhance the level of communication between the College and organizations that serve diverse populations in Cecil & Harford counties and DE	• Host two campus activities and attend 3 off-campus events in the fall and spring semesters. Local groups may include NAACP, Veterans Admin., churches, fraternities and sororities.	Mult. Serv.: Hoxter	• Campus Events:
			  o Unity in the Community: "The Power of Partnerships", fall '14
			  o Celebration of Song & Dance, spring '14
			• Off-Campus Events
			  o NAACP 50th Anniversary Cecil College Honoree, fall '14
			  o Hoxter, Education Chairperson for Cecil County Branch NAACP
			  o Affiliated with 8 organizations in Cecil, Harford, New Castle Counties

Inclusiveness and Critical Thinking in the Curriculum

Background Information: Data on diversity in the curriculum are anecdotal and there is question as to whether or not the current assessment mechanisms truly assess "diversity in the curriculum." There is a perceived lack of special topics or courses that address diversity issues. These perceived voids in the curriculum must be considered as the college continues to advance diversity as an institutional priority.

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Incorporate measures to ensure that diversity in the curriculum is being addressed	• Review individual courses which have incorporated cultural diversity as a General Education Outcome to document specific student learning outcomes. • Add SOC 105, Perspectives in Human Diversity, as a General Education Course in the Social and Behavioral Sciences to encourage more students to enroll in the course. • Document student learning outcomes and use of assessment results for SOC 105, Perspectives in Human Diversity. • Document the sociocultural concept outcomes, a thread that is throughout the nursing curriculum. Specifically, embedded within the sociocultural variable are assessment indicators for culture, diversity, health disparity.	Academics: Bolt, Linthicum Mult. Serv.: Hoxter	• Completed in FY '13: Gen. Educ. Outcome "F" includes awareness of cultural diversity and is documented on individual course syllabi. • Completed in FY '13: SOC 105, Perspectives in Human Diversity was approved by the Academic Affairs as a Gen. Educ. course in the Social Sciences in Nov. 2011. The course description and learning outcomes were updated and revised. A course assessment of SOC 105 was submitted spring of 2013. • Completed in FY '13: Multiple assignments in the nursing program address diversity and cultural competency. Assignments are reviewed at the conclusion of each semester and revised as needed. This is documented on the course information sheet(s), course syllabi(s) and course assessment(s). Clinical competencies are embedded in each clinical course related to cultural competency.
Develop, publicize, offer, and assess special topics/courses that address diversity issues.	Assess 4 topics/courses that expand awareness of diversity issues in Credit and/or Continuing Education offerings by spring 2013.	Academics: Bolt Mult. Serv.: Hoxter CE: Klenk Resource: Advisory Board	• Completed in FY '14: The Assessment Committee select 3 courses which include Gen. Educ. Outcome "F" and one non-credit course each fall beginning in 2013 to document student learning outcomes related to diversity awareness. • Completed in FY '13: CE programming was expanded to include diversity elements identified by the Elkton Station Diversity Team. Efforts have been made to incorporate diversity awareness in programming made available to non-credit students. The team is also working to ensure that applicability is not only linked to course content but also future employment.

Develop opportunities to offer supplemental course instruction in diversity & current world events.	Offices of Academic Programs and Student Services will host a diversity event in spring 2013 and spring 2014.	Library: Martorana Mult. Serv.: Hoxter Stud Life: Skelley Resource: Academic Programs Advisory Board	• Completed in FY '13: Academic Programs hosted a presentation on diversity to all faculty members. The presentation was by Jà Hon Vance. Professor Vance he is highly praised for his work with teacher training programs, recruiting, educating and graduating African American male students in higher education • Constitution Day was celebrated on September 17, 2013 where students participated in a straw poll that focused on the debate over whether Edward Snowden was a traitor or a patriot. Students were also given copies of the Constitution. • The Veterans Advisory Group hosted a Veterans Day Observance on November 11, 2013. The guest speaker was World War II veteran Master Sgt. Sol Goldstein. Mr. Goldstein spoke about his experience as a concentration camp liberator. Several faculty members brought their classes. Approximately 250 students and staff were in attendance. • The Student Life Office hosted an Irish Heritage Celebration on March, 2013. Students learned interesting facts about the Irish and enjoyed festive Irish music, refreshments, crafts and giveaways. Approximately 50 students participated. • An English Learning Workshop was held at Cecil College on Saturday, March 8, 2014. QUEST Director, Professor Vance volunteered to facilitate the workshop. Ten people attended. • Monthly heritage celebrations 10/08/2013 Hispanic 46 participants ES 10/22/2013 Hispanic 35 participants NEC 11/12/2013 Native American 40 participants ES 11/21/2013 Native American 35 participants NEC 01/30/2014 King 15 participants NEC 02/11/2014 African American 55 participants ES 02/27/2014 African American 30 participants NEC 03/11/2014 Women's History 46 participants ES

Cultural Diversity in all areas of Employment and Professional Development

Background Information: The College's employment demographics reflected a slight increase in African American faculty from 4.4% in FY '11 to 7.5% in FY '12 while administrative staff was sustained at 14.8%. The objective of this initiative is to expand representation of minorities, especially among the faculty.

Targeted Actions	Targeted Outcomes & Dates	Person(s) or Office Responsible	Reporting Progress & Dates
Increase the percentage of African American full-time faculty	• Increase full-time African Amer. faculty by 3% & adjunct faculty by 2% by FY 14. • Aggressively target minorities for full-time faculty positions through MSSAB, HBCUs, MD Diversity Roundtable, and minority publications by fall 2013.	HR: Wilburn with Hiring Supervisors Mult. Serv: Hoxter	• The College exceeded their goal by hiring 3 FT African Amer. faculty members between FY '13-FY '14. There are also 3 additional minorities that serve as full-time faculty. • There are 9 minorities in the full-time administrative staff, including 5 African Amer. • Total full-time minority representation among employees is 10.1% as compared to 14.2% of the Cecil County population.
Staff recruitment practices will be revised to more aggressively target minorities	• Pursue HR outreach with representatives of the Latino community by fall 2013. • HR will develop a customized recruiting CD and link it to the College website.	HR: Wilburn	• Human Resources have actively recruited through HBCU's and on websites that target African American and Latino candidates. • Selected department chairs are also using networking strategies to increase the minority applicant pool.
Search processes will be reviewed to determine whether they support the advancement of minority hires	• Provide information to search committees to ensure that the membership is aware of the College's diversity goals. • Establish protocols for adequate levels of diversity for candidate and finalist pools for all searches and internal postings.	HR: Wilburn	Completed in FY '13: Human Resources continue to advocate for qualified candidates who represent diversity in the applicant pool. • Orientation for searches has been standardized and launched so that information is shared at the start of each search. • All candidate pools are reviewed in a standardized manner, including protocols for levels of diversity.
Offer a full complement of professional development activities celebrating ethnicity and diversity	Expand the cultural representation by 3 in exhibits/performances at Unity Program. Increase student attendance by 5% annually over the next two years. • Increase staff attendance by 5% annually over the next 2 years	Mult. Serv.: Hoxter Acad: Dept. Chairs HR: Wilburn	• All Cecil College employees were required to complete an online training program in diversity in FY '14. • Unity Day expanded cultural representation to 12 different cultures. • Student & staff attendance declined from 478 to 352 from FY'13 to FY'14. Weather negatively impacted spring attendance at events.
Heighten awareness of the consequences of prejudicial behaviors through programming & communications.	• In accordance with the Clery Act, publish hate crime statistics annually. Information will be available in publications, website, and Office of Public Safety. • Continue civility training in student orientation & leadership programs. • Involve college staff in implementation of the Cultural Diversity Plan by spring '13.	Mktng: Conolly Security: Woolston Stdnt Engmnt: Skelley Mult. Serv: Hoxter	• Campus Safety & Security information (Clery Report) was posted in print and online for current and prospective students. • Civility elements were threaded throughout all orientation programs. • Staff participation was increased in implementing cultural diversity initiatives as evidenced by greater staff participation in programs, mentoring, and outreach efforts. • Students in clubs & athletics required to sign a behavioral standards agreement outlining civility expectations. • FY'13 data available in Oct'14. (There is no report of hate crimes). • College staff and Advisory Board members were involved in the planning and implementation of the Cultural Diversity Plan (CDP).

MEMORANDUM

DATE: August 28, 2014

TO: Mr. Lee Towers, Maryland Higher Education Commission
                         Director of Legislative Affairs

FROM: Makeba L. Clay, College of Southern Maryland
                         Associate Vice President, Institutional Equity and Diversity

SUBJECT: Plan for Program of Cultural Diversity-College of Southern Maryland

The College of Southern Maryland has been working with great success toward the review, implementation and monitoring of the Cultural Diversity Plan for our institution. Attached to this memo you will find progress made toward the goals set forth in our Cultural Diversity Plan for the most recent academic year. Additionally, included in this report is an update on our ongoing programs and special initiatives related to diversity for your review.

If you should have additional question or concerns about this report, please feel free to contact me directly at: mclay@csmd.edu or call me at (301) 934-7658.

Thank you,

Makeba L. Clay

Enclosure:
Cultural Diversity Plan 2013-14

TO:	Lee Towers, Director, Legislative Affairs, MHEC
FROM:	Makeba L. Clay, Associate Vice President, College of Southern Maryland
DATE:	October 6, 2014
RE:	Addendum to MHEC Cultural Diversity Report 2013 (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics)

The College of Southern Maryland is required by (§11-406(b)(2)(iii) of the Education Article) to report 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." As such, the Office of Safety and Preparedness at the College of Southern Maryland investigates and also reports all hate crimes in the annual Crime Statistics Report. This data is maintained on the college web-site and can be viewed at this link: http://ready.csmd.edu/PublicSafety/crimestatistics.html

Please let me know if you have additional questions regarding this addendum to the 2013 MHEC Cultural Diversity Report submitted on September 1, 2014.

Thank you,

Makeba L. Clay

COLLEGE OF SOUTHERN MARYLAND

Maryland Higher Education Commission (MHEC) Cultural Diversity Report
(September 1, 2013-June 30, 2014)

Submitted by:

Makeba L. Clay
Associate Vice President, Institutional Equity and Diversity
September 1, 2014

COLLEGE OF SOUTHERN MARYLAND
Cultural Diversity Plan Update
2013-2014

Ongoing Objectives for FY '15

Goal 1: CSM effectively meets the life-long and diverse educational, workforce development, cultural, and community needs of a changing Southern Maryland.

Objective 1.1

Develop recruitment strategies to increase the diversity of the student body.

ACTION ITEMS:

1.1d: Host student focus groups for students of color and students of varying cultural background to gather campus climate data and share data with appropriate departments and committees. (PRE/DIV)

Related to student success efforts at CSM, the Institutional Equity and Diversity Office has continued to meet with student participants who are engaged in the newly established Men of Excellence Mentoring program for African American males to solicit feedback on their academic and social experience at the college. The feedback obtained from students during this past academic year will assist in the further development and expansion of the program which is focused on academic success, career exploration, community service and leadership development.

Objective 1.4

Increase the opportunities for students to complete bachelor's degree programs in Southern Maryland.

ACTION ITEMS:

1.4c: Expand collaborative partnerships with four-year institutions that result in more bachelor-degree completion opportunities for CSM graduates at CSM campuses, the Southern Maryland Higher Education Center, Bowie State University, Capital College, St. Mary's College, the Waldorf Center for Higher Education, and other Southern Maryland venues. (VP DAA)

CSM has conducted a review of four-year articulation agreements, conducted a gap analysis, and developed and begun implementation of plans to expand opportunities for four-year degrees in southern Maryland as well as in online venues. New agreements have been signed with Excelsior College and Ashford University to expand online opportunities. Additional programs have been added to agreements with Capital College, allowing more options locally and online. The plans also call for periodic reviews and additional agreements in each of the next three years.

Developing partnerships with Historically Black Colleges and Universities (HBCU's) is a priority for CSM and this past year articulation agreements were formed with Virginia State University and Howard University. We are currently negotiating dual and guaranteed admissions agreements with St. Mary's College. Expanded opportunities include the Waldorf Center programs for RN to BSN (UMUC), to begin in summer 2014 and the exploration of new programs in secondary education (languages and sciences) with Towson University.. In addition, we are exploring the possibility of an electrical engineering program in conjunction with UMCP at the Southern Maryland Higher Education Center.

Goal 2: CSM promotes student success by providing outstanding education and related support services that help students achieve their goals.

Objective 2.1

Increase the number of African-American students who transfer and/or graduate.

ACTION ITEMS:

2.1a: Examine issues - both academic and social integration issues - around the first year of college and develop programs and services that provide African-American students with a stronger foundation for college success. (VP LEON/DSI EMT)

CSM has conducted extensive research on best practices for the first year of college and has developed a First Year Seminar course that considered the academic, social integration, and student success aspects of the first year experience in a theme-based research course that was piloted in the fall 2013 semester. The course was designed in keeping with best practices developed through an inter-divisional workgroup that began with a week-long AAC&U High Impact Practices institute during which the team worked with national experts in first year seminars. It is expected that the course will be fully implemented by spring 2015.

During the upcoming year we will have an opportunity to review and evaluate the experiences of students enrolled in the First Year Seminar courses, with a particular interest in gauging opportunities to enhance the experience of students of color.

2.1b: Identify and implement programs that help African-American students make progress toward their goals and assist them in modifying their goals as appropriate. (DSI EMT/VP DSI)

In the spring of 2014 the college administered The Community College Survey of Student Engagement (CCSSE). Data drawn from the CCSSE provides the college with useful starting points for looking at institutional effectiveness in the areas of student learning, persistence, engagement and attainment. Themes taken from the data will help us explore opportunities for strengthening and/or creating programs and services aimed at student success for students of color.

2.1f: Explore the feasibility and desirability of launching a mentoring program for African-American male students. Provide findings and recommendations to appropriate departments and committees. (PRE/DIV)

The Men of Excellence leadership and mentoring program for African-American launched a pilot group in the fall of 2013. This comprehensive program provided opportunities for students to work in small cohort groups with faculty, administrators and student ambassadors to navigate the college through robust advising, tutoring, community service, leadership development and professional networking.

During the summer of 2014 the Men of Excellence program will offer a summer academy aimed at recruiting recent high school graduates for a two week program focused on acclimating them to the college experience through academic instruction in Mathematics, English, and advisement on the co-curricular matters related to their personal development.

ACTION ITEMS:

Goal 3: CSM is the employer of choice of a diverse workforce.

Objective 3.1

Integrate a culture of diversity, inclusion and civility throughout the institution.

ACTION ITEM:

3.1b: Conduct diversity climate review for each unit. Provide findings and recommendations to appropriate departments and committees. (PRE/DIV)

During the upcoming year the college will consider the feasibility of conducting climate reviews for each unit to ensure that the values of equity and inclusion are consistently being promoted and practiced across the institution.

Objective 3.2

Increase the percentage of minority employees so that the college's workforce better reflects the demographics of the region.

ACTION ITEMS:

3.2b: Explore issues regarding minority employee retention. Provide findings and recommendations to appropriate departments and committees. (VP GCO/HRD, PRE/DIV)

The college has done fairly well with the recruitment and retention of minority employees. However, we would like to further examine the climate for underrepresented members of the workforce to ensure that we are continuing to foster a welcoming and supportive environment for all. Data obtained from the recently distributed PACE survey will be helpful as well as the possibility of focus groups, roundtable discussions, etc.

The College will continue to monitor the progress of minority hiring and retention rates in all job groups and will continue to promote the value of a competent and diverse workforce.

Objective 3.6

Enhance necessary skills and facilitate employee professional growth by expanding and developing new high quality training programs for employees.

ACTION ITEM:

3.6d: Develop and implement cultural diversity and civility training programs for all employees. (VP GCO/HRD, PRE/DIV)

The Institutional Equity Office and Human Resource Department have worked collaboratively to provide employees with training programs that emphasize the importance of a culturally competent workforce. During this past year employees were engaged in several of the special programs and trainings focused on civility, unconscious bias, cross-cultural communication.

Appendices

Appendix 1: Special Highlights and Accomplishments (FY '14)

Appendix 2: New Initiatives and Special Programs (FY '15)

Appendix 3: Diversity Programs (2013-14)

Appendix 1: Special Highlights and Accomplishments (FY '14)

Diversity Institute

The Diversity Institute was launched in January 2013 with support of the Charles County Commissioners and is the external arm of the Institutional Equity and Diversity Office. The Institute serves as a comprehensive resource for community members as they seek to create a greater sense of community and improve the quality of life in Charles County. The Institute has hosted ongoing programs and experiential learning opportunities that integrate self-awareness, multicultural and intercultural communication skills, social justice education and leadership development.

The Diversity Institute in the fall of 2013 partnered with the Maryland Commission on Civil Rights as well as the Maryland Humanities Council on a public dialogue series. In the spring of 2014 the Institute served as the host of the "Unity in OUR Community" Diversity Forum and offered a public conversation by Dana Jones, followed by break-out sessions focused on identity, stereotypes and diversity.

Choose Civility Southern Maryland

The Diversity Institute spearheaded a regional community-wide educational effort focused on civility with nearly fifty partners in the Southern Maryland area. The Choose Civility Southern Maryland project intends to enhance respect, empathy, consideration, and tolerance in our community and is based on the book, "Choosing Civility: The Twenty-Five Rules of Considerate Conduct" by P. M. Forni. The campaign focuses on nine of the twenty-five rules; Think the Best, Listen, Be Inclusive, Respect others Opinions, Refrain from Idle Complaints, Pay Attention, Acknowledge Others, Speak Kindly and Apologize Earnestly. As a result of this campaign, local book clubs have been formed in in public and private sector organizations; local school systems are incorporating the "Nine Tools" into their character education programming and the library systems have also hosted programs based on this effort.

Educators' Luncheon

The Diversity Institute as a part of its launch of the Choose Civility Southern Maryland Campaign invited nearly 100 educators from the tri-county region for a presentation from the Daniel Buccino, Clinical Supervisor and Student Coordinator at the Johns Hopkins Bayview Medical Center and Assistant Professor in the Johns Hopkins Department of Psychiatry and Behavioral Sciences. Mr. Buccino discussed our multicultural society's need for civility-mindedness, which offers strategies for managing student interactions. The campaign's philosophy is line with the Maryland Statewide Initiative Positive Behavioral Interventions and Supports (PBIS) that promotes positive changes in student and teacher behaviors. Mr. Buccino has presented to two of the three school systems in-service training programs as a follow-up to his initial presentation.

American Promise

The Diversity Institute in partnership with the Men of Excellence, Mentoring and Leadership Program hosted the documentary screening and discussion of the award winning documentary by Joe Brewster and Michele Stephenson Lee "American Promise". Following the screening, a discussion was facilitated by David C. Miller, Co-Founder of the Urban Leadership Institute, L.L.C. Mr. Miller, has built a national reputation as a leader among people who focus on improving the lives of children, youth and families.

Diversity Forum

The Diversity Institute hosted the "2014 Unity in OUR Community" Diversity Forum in April 2014. The forum topic was "Our Community, Our Future". Community residents were provided a unique opportunity to engage in public dialogue around our individual and collective identities in an increasingly diverse community. The day featured a keynote speech by Dana Jones, CEO of the United Planning Organization, as well as vignettes of "The Bully Plays" presented by the Thomas Stone High School Drama Department. The day also included two breakout sessions; the first was Defying Definitions which provided attendees a safe place to discuss stereotypes, identity and diversity using the humanities as a backdrop. The second breakout session was facilitated by a local student who was a former bullying victim, she provided participants insight on the topic and provided solutions and recommendations to all on not being a bystander. The event concluded a young adult panel of students from the local middle and high schools and the College of Southern Maryland who discussed their role in the community today and its future. Lieutenant Governor Anthony Brown provided closing remarks which were views on diversity and inclusion in today society and the future.

Men of Excellence Mentoring Program

The Institutional Equity and Diversity Office successfully launched a pilot of the Men of Excellence Mentoring Program. The program is designed to support African-American male students in developing academic, financial, professional, and life skills that will allow them to succeed in college and beyond. The goal is to increase the retention, graduation, and transfer rates for this population. A coordinator was hired to manage the program and students were paired with faculty and peer mentors. The program included weekly meetings, seminars, and presentations from (internal and external) speakers in areas such as financial aid, financial literacy, transfer opportunities, networking, and study skills.

Employee Mentoring Program

The framework has been developed for a staff mentoring program in partnership with Human Resources and the Institutional Equity and Diversity Office. Selected mentors for the program have been oriented and some have also been matched with mentees. This program will continue to expand and work alongside the new employee on-boarding program.

Hispanic Heritage Observance

The Institutional Equity and Diversity Office provided a robust program for Hispanic Heritage month that ranged in an intersection of topics from immigration, history and culture, through the diversity of the culture itself. A highlight for students included the opportunity to provide them with a sampling of different foods from a multitude of countries including Mexico, El Salvador, Argentina, Peru, and the Caribbean Islands. Julia Mejia, formerly of the Ad Council, MTV, and MTV Tr3s provided sessions in La Plata and Prince Frederick discussing the multiple races, cultures, traditions, and languages that encompass the Latino culture using the lens of pop-culture.

Lesbian, Gay, Bisexual, Transgender and Questioning Programming

The Institutional Equity and Diversity Office in partnership with PFLAGG of Southern Maryland provided multiple events in October in celebration of LGBTQ Awareness and National Coming Out Day. Events included a unique discussion about the intersection of race, gender, sexual orientation, and culture. Aisha and Danielle Moodie-Mills, commentators on news outlets such as MSNBC and BBC and also named one of "Washington DC Power Couples" by "The Root" visited CSM on the La Plata campus to discuss their personal story of coming out personally and professionally while breaking gender, race, and gay stereotypes. In addition, Dr. Jeffrey McCune, author of *From Sexual*

Discretion to Sexual Suspicion, provided a performance-style lecture about the role of masculinity, race, and sexual orientation.

Black History Month Observance

The Institutional Equity and Diversity Office provided programs during Black History Month focused on the national theme of "Civil Rights in America". One highlight of note was Dr. Lenneal Henderson, professor at University of Baltimore and a member of the Maryland Humanities Council who performed as native Marylander, Thurgood Marshall. In his living presentation, Dr. Henderson provided an audience of students, faculty, staff, and community members a history of this iconic figure, while providing an opportunity for them to ask questions about his life. Another unique program this year was Byron Hurt's *Hip Hop: Beyond Beats and Rhymes*. Mr. Hurt, an award-winning documentary film producer, screened his film and also led a discussion on the impact of hip-hop and rap culture on social problems such as misogyny and homophobia, particularly among African-American males.

Women of Influence Exhibit

The Institutional Equity and Diversity Office, together with internal and community partners, presented for the first time an exhibit fully dedicated to women who have made a positive impact in Southern Maryland. Women of Influence focused on twelve women who made contributions in the fields of business, education, politics, culture, medicine, and science. Using multiple mediums including video, audio, and visual, this exhibit showcased women of Southern Maryland from the seventeenth century to modern day. The exhibit was open for a week to the public at CSM's La Plata Campus. Some of the women featured, included Margaret Brent, Olivia Floyd, Mary B. Neal, "Irish Nell" Butler, ABC's Roz Plater, and Tammy Pantages, founder of the Korean American Cultural Arts Foundation.

Sexual Assault Awareness

The Institutional Equity and Diversity Office created a Sexual Assault Awareness campaign that highlighted key facts along with statistical data on the prevalence of assault on women, men, and children statistics on this topic that was visible across the LaPlata campus. Additionally, the Clothesline Project, provided an opportunity for students, faculty staff and community members from all three campuses to bring awareness to sexual assault and violence through a t-shirt design activity.

Appendix 2: New Initiatives and Special Programs (FY '15)

During the upcoming academic year a number of special programs and new initiatives will be explored and/or launched by various units at CSM.

Academic Affairs Division will be working on the following:

-Expand collaborative partnerships with HBCUs that result in more seamless transfer opportunities for CSM graduates.

-Increase the number and variety of programs offered through the Women's Research and Resource Council for faculty. Explore opportunities to expand programming for students.

-Implement a sustainable version of the Equity Scorecard Model for developmental studies, travel study, service learning, distance education, and other such academic programs.

Human Resources Department:

-Continue to build the new employee On-boarding program for new employees. This program is an extension of new employee orientation and will be administered over the first few months of the employee's arrival in their new position.

-Conduct diversity climate review for each unit along with IED. Provide findings and recommendations to appropriate departments and committees.

Institutional Equity and Diversity Office:

-Expand the Men of Excellence program through a new summer academy will be developed to prepare incoming freshman with the necessary Math, English, and engagement skills to enable them to be successful in their first year at CSM. Based on the new summer academy and a direct marketing approach, the program is striving to enroll up to thirty new students for the 2014-2015 academic year.

-Expansion of the Employee Mentoring program to increase employee satisfaction and retention. The goal is to increase participation by 10 new pairs of mentor/mentees.

-Increase programming and educational opportunities through the Diversity Institute, including diversity trainings, events, and tours for the Charles County community-at-large. Evaluations gathered from previous event evaluations and discussions will be used to shape the topics of programming and training.

-Increase relationship building with community partners in the tri-county area through the Diversity Advisory Council, Diversity Institute Advisory Council, Choose Civility Southern Maryland, and Institutional Equity and Diversity Office. Relationships will be mutually beneficial to increase understanding of diversity issues that are taking place in the community.

-Provide education around the Civil Rights Movement of Charles County in partnership with the Southern Maryland Studies Center during the 50th anniversary of the movement. This program will provide community members a glance at the role of members of the Charles County community in the late fifties and early sixties and their role in the Civil Rights Movement. Guest speakers from the era will be invited to share their stories.

-Develop and implement a Civil Rights educational tour which will celebrate the 50th Anniversary of the Civil Rights Act of 1964. The educational tour will travel south to retrace the Freedom Trail and learn about significant events of the Civil Rights Movement. The tour will travel to Greensboro, NC; Atlanta, GA; Birmingham, Montgomery, Selma, and Tuskegee, AL; Cincinnati, OH and Memphis, TN. The tour will be open to members of the Southern Maryland community and beyond. The tour dates are Monday, October 6 – Saturday, October 11, 2014.

-Partner with the Southern Maryland Library Association and the Maryland Humanities Council in the "One Maryland, One Book" Initiative. The initiative provides Maryland residents the opportunity to read the "One Book" and have dialogue throughout the timeframe of September 15- October 15. The book "The Distance Between Us", by Reyna Grande is being highlighted and the Diversity Institute plans to host and event with the author in partnership with community partners. Additionally, professors at the College of Southern Maryland will be asked to incorporate the "One Book" into their programming for student education and discussion.

-Educator's Luncheon is being planned to provide educators from the tri-county region a training opportunity with the topic area of Multi-cultural Education.

-Documentary Screening and discussion in partnership with Educational Talent Search Program, Men of Excellence Mentoring and Leadership Program and the local school systems. The film, "First Generation" tells the story of four high school students; and inner city athlete, a small town waitress, as Samoan warrior dancer and the daughter of migrant field workers who set out to break the cycle of poverty and bring hope to their families and communities by pursuing a college education.

-*Portals Through Time* exhibit provides an opportunity to walk through some of the most pivotal times in not only Black History, but America's History. The *Portals Through Time* exhibit brings museum quality displays to the local community and will allow attendees to experience artifacts up close. This exhibit will also be hosted in partnership with community partners.

-2015 Unity in OUR Community Diversity Forum "Intergenerational Conversations---Using Technology to Bridge the Gap". The theme is based on feedback received from participants who attended the 2014 Diversity Forum.

-Sustained Dialogues with the local community on topics recommended by participants to the 2014 Diversity Forum. The recommended topics include the following; stereotypes and cultures, racism and bias, your "attitude" in how you see the world.

HISPANIC HERITAGE MONTH

MELTING POT OR MIXING BOWL? HOW IMMIGRATION SHAPES OUR HISTORY
Tuesday, September 17, 6-7:30 p.m.

FRIDA KAHLO: A LIVING PRESENTATION
Tuesday, September 24, 2012, 2:30-4 p.m.

CAFÉ Y DULCE (COFFEE & SWEETS) FOR STAFF & FACULTY
Tuesday, October 9, 10-11 a.m.
Wednesday, October 10, 10-11 a.m.
Thursday October 11, 10-11 a.m.

TASTE OF LATIN AMERICA AND SALSA INSTRUCTION WITH EILEEN TORRES
Thursday, September 26, 2:30-4 p.m.

DIFFERENT SHADES OF LATINA
Friday, October 24, 2:30-4 p.m. & 6-7:30 p.m.

DAY OF THE DEAD SKULL PAINTING
Thursday, October 31, 2-4 p.m.

LATIN ENSEMBLE CONCERT: RITMO CACHE
Saturday, December 7, 8-9 p.m.

LATIN MUSIC FESTIVAL
Friday, April 11- Saturday, April 12, 8-10 p.m.

LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUESTIONING AWARENESS

BEYOND THE GENDER BINARY
Thursday, October 3, 6-7:30 p.m.

BREAKING STEREOTYPES
Tuesday, October 8, 6-7:30 p.m.

JEANS DAY
Thursday, October 10, 2:30-4 p.m. LGBT Ally stickers given away to participating students

INFORMATION SESSION ON LGBTQ AWARENESS
Thursday, October 10, 2:30-4 p.m.

THE INTERSECTION OF MASCULINITY, RACE, AND SEXUAL IDENTITY
Thursday, October 10, 2:30-4 p.m.

VETERAN'S DAY

VETERAN'S DAY BREAKFAST CELEBRATION
Monday, November 11, 10:20 a.m.-12 p.m.

VETERAN'S DAY LUNCHEON
Monday, November 11, 12-2 p.m.

CSM VIETNAM VETERANS COMMEMORATION PANEL
Monday, November 11, 12-1:30 p.m.

THANK A WOUNDED WARRIOR
Monday, November 11, 2:30-5 p.m.

VIETNAM WAR MEMORABILIA EXHIBIT
Monday, November 11 – Friday, November 15

A TASTE OF VIETNAM
Tuesday, November 12, 11 a.m.-12:30 p.m.

MOVIE SCREENING: GREEN DRAGON
Thursday, November 14

CAUSE THEATER: ReENTRY (Issue: returning veterans)

Friday, February 17, 8-9:30 p.m.	Friday, February 24, 8-9:30
Thursday, February 23, 7:30-9 p.m.	Saturday, February 25, 8-9:30 p.m.

NATIVE AMERICAN INDIAN HERITAGE MONTH

THE PROBLEM WITH MASCOTS: RACISM IN SPORTS IMAGERY
Thursday, November 14, 2:30-4 p.m.

THEY CAME BEFORE COLUMBUS
Thursday, November 21, 2:30-4 p.m.

WORLD AIDS DAY AWARENESS

RED RIBBON AND INFORMATION GIVEAWAY
Monday, December 2, 2:30-4 p.m.

CANDLELIGHT VIGIL
Monday, December 2, 6-7 p.m.

BLACK HISTORY MONTH

BOOK DISCUSSION & MEET THE AUTHORS: SHOCKING THE CONSCIENCE: A REPORTERS ACCOUNT OF THE CIVIL RIGHTS MOVEMENT
Thursday, October 24, 6-8 p.m.

HIP HOP: BEYOND BEATS AND RHYMES
Thursday, February 6, 2:30-4 p.m.

PRIDE AND PROTEST: POETRY OF THE CIVIL RIGHTS MOVEMENT
Tuesday, February 11, 6-7:30 p.m.

THURGOOD MARSHALL IS COMING! A LIVING PRESENTATION
Monday, February 17, 6-7:30 p.m.

CIVIL RIGHTS IN CHARLES COUNTY: HOW FAR HAVE WE COME?
Tuesday, February 18, 2:30-4 p.m.

MOVIE SCREENING: 42: THE JACKIE ROBINSON STORY
Thursday, February 20, 5:30-7:30 p.m.

MOVIE SCREENING AND DISCUSSION: AMERICAN PROMISE
Tuesday, February 25, 6-8 p.m.

FOUNDING AFRICAN AMERICAN FAMILIES OF CALVERT COUNTY
Tuesday, February 25, 2:30-4 p.m.

TASTE OF SOUL
Wednesday, February 26, 12-2 p.m.

WOMEN'S HISTORY MONTH

MOTHERHOOD IN CHILDHOOD: FACING THE CHALLENGE OF ADOLOSCENT PREGNANCY
Friday, March 7, 10 a.m. – 1 p.m.

BODY IMAGE: THE IMPOSSIBLE IDEAL
Tuesday, March 11, 2:30-4 p.m.

WOMEN OF INFLUENCE EXHIBIT
Monday, March 24 – Thursday, March 27, 12-7:30 p.m.

SEXUAL ASSAULT AND DOMESTIC VIOLENCE AWARENESS:

CAUSE THEATER: "BUT I SAID NO" (Issue: Acquaintance rape)

Wednesday, March 12 – Thursday, March 13, 8-9:30 p.m.
Thursday, March 27 – Saturday, March 29, 8-9:30 p.m.
SEXUAL ASSAULT AWARENESS CAMPAIGN
Monday, March 31 – Friday, April 4

THE CLOTHESLINE PROJECT
Monday, April 21 – Friday April 25
ASIAN AND PACIFIC ISLANDER AWARENESS MONTH:

MOVIE SCREENING: THE NAMESAKE AND TASTE OF INDIA
Tuesday, April 29, 2:30-4 p.m.

ADDITIONAL DIVERSITY PROGRAMS WITH THE DIVERSITY INSTITUTE

DEFYING DEFINITIONS: "I AM…" BREAKING STEREOTYPES PHOTO CAPTURE ACTIVITY
Thursday, September 9, 2:30-4 p.m.

COMMUNITY SCREENING: BULLY the DOCUMENTARY
Wednesday, October 2, 6-8 p.m.

THE POWER OF CIVILITY IN CONTEMPORARY SOCIETY
Tuesday, October 15, (A Campus Conversation) 2-3:30 p.m., (A Community Conversation) 6-7:30
(Educator's Luncheon) Wednesday, October 16, 12-2 p.m.

"JUSTICE FOR ALL?" A COMMUNITY DIALOGUE
Monday, October 28, 6-8 p.m.

BOOK DISCUSSION: "CHOOSING CIVILITY: THE TWENTY-FIVE RULES OF CONSIDERATE CONDUCT"
Thursday December 12, 6-8 p.m.
Thursday, December 19, 3-4:30 p.m.
Wednesday, January 8, 6-8 p.m.
Thursday, January 9, 3-4:30 p.m.
Wednesday, February 5, 2:30-4 p.m.
Thursday, February 27, 2-4 p.m.
Thursday, March 13, 8 a.m-12 p.m.
Thursday, May 1, 2-4 p.m.
Thursday, May 15, 2-4 p.m.
Tuesday, May 20, 9:30-10:30 a.m.
Wednesday, June 4, 6-7:30 p.m.
Tuesday, July 15, 9 a.m.-3 p.m.

IRISH-AMERICAN CELEBRATION
Thursday, March 27, 2:30-4 p.m.

AUTISM AWARENESS EVENT
Wednesday, April 2, 2:30-4 p.m.

UNITY IN OUR COMMUNITY DIVERSITY FORUM
Saturday, April 12, 9 a.m.-1 p.m.

HENRIETTA LACKS AND HER IMMORTAL CELLS
Wednesday, April 16, 6-8 p.m.

REMEMBERING THE HOLOCAUST: HOLOCAUST SURVIVOR, BOB BEHR
Thursday, April 17, 2:30-4 p.m.

MEN OF EXCELLENCE LEADERSHIP AND MENTORING PROGRAM
(2013-2014)

MENTORING PROGRAM KICK OFF
Thursday, October 10, 2:30-4 p.m.

"ARE YOU ON PLAN"
Wednesday, October 16, 12-2 p.m.
Thursday, October 17, 2:30-4 p.m.

STUDY SKILLS/SELF-MOTIVATION
Wednesday, October 23, 12-2 p.m.
Thursday, October 24, 2:30-4 p.m.
Student Support Services session focused on effective study skills strategies and the most efficient way to access and utilize tutoring services. Strategies on time management skills and techniques to improve motivation were also offered during this session.

REGISTRATION "THE DOS AND DON'TS"
Wednesday, October 30, 12-2 p.m.
Thursday, October 31, 2:30-4 p.m.
The men gained firsthand knowledge on the processes and procedures for registering for classes from the Director of Advising, and they received information about important deadlines and policies regarding registration

"TRUE BLACK MEN STORIES"
Wednesday, November 6, 12:00-2 p.m.
Thursday, November 7, 2:30-4 p.m.
A panel of black male professionals representing various sectors from Charles County spoke to students regarding their varying pathways to success and barriers that they were able to overcome to get to where they are today.

FINANCIAL LITERACY PART I
Wednesday, November 13, 12:00-2 p.m.
Thursday, November 14, 2:30-4 p.m.
The seminar provided students with specific information about Financial Aid. The students were provided with information that explained how to complete the FASFA application and the deadlines associated with this document as well as the implications of poor academic performance on student financial aid. Additionally, students learned resources for accessing scholarships and loans.

NAVIGATING SYSTEMS "DISCOVERING THE FORMAL AND INFORMAL SYSTEMS AT CSM"
Wednesday, November 20, 12:00-2 p.m.
Thursday, November 21, 2:30-4 p.m.

RESUME WRITING, JOB SEARCHING AND INTERNSHIPS
Wednesday, December 4, 12:00-2 p.m.
Thursday, December 5, 2:30-4 p.m.

MENTORING WELCOME BACK AND SEMESTER REVIEW
Wednesday, January 29, 1:00-3 p.m.

FILM PRESENTATION AND DISCUSSION "BEYOND BEATS AND RHYMES"
Thursday, February 6, 2:30-4 p.m.

BLACK MEN AND RELATIONSHIPS
Wednesday, February 12, 1:00-3 p.m.
Thursday, February 13, 2:30-4 p.m.

BLACK MEN "ARE WE IN A STATE OF EMERGENCY?"
Wednesday, February 12, 1:00-3 p.m.
Thursday, February 13, 2:30-4 p.m.

FILM: AMERICAN PROMISE
Tuesday, February 25, 6-8 p.m.

FINANCIAL LITERACY PART II "WHERE IS MY MONEY GOING"
Wednesday, March 5, 1:00-3 p.m.
Thursday, March 6, 2:30-4 p.m.
A representative from NRL FCU came in to discuss the basics of setting up a checking account and how to effectively live within a balanced budget. There was also information provide about bank loans and scholarships. Finally the representative explained various account types that can help students to save money for specific purposes.

TRANSFER SERVICES
Wednesday, March 12, 1:00-3 p.m.
Thursday, March 13, 2:30-4 p.m.
The college's transfer coordinator gave a presentation on important transfer deadlines, college tours and the importance of the creation of a transfer plan and the potential pitfalls of not having one. Also, the coordinator illustrated to students how to identify the transfer requirements of the schools they may be interested in transferring to.

FINANCIAL LITERACY PART III "BASIC ECONOMICS"
Wednesday, March 26, 1:00-3 p.m.
During this discussion the students gained a preliminary foundation for understanding the value of money, and what it means to have credit along with the basic rules of thumb when establishing credit.

FINANCIAL LITERACY PART IV "WHERE IS MY HARD EARNING MONEY GOING" CONTINUED
Wednesday, April 2, 1:00-3 p.m.
Thursday, April 3, 2:30-4 p.m.
This seminar was a continuation of an earlier Financial Literacy seminar that covered student loans, and scholarships in depth as well as the importance of saving money to meet student academic and financial needs.

EFFECTIVE PUBLIC SPEAKING TECHNIQUES
Thursday, April 10, 2:30-4 p.m.
Public speaking is important to students both inside and outside of the classroom. Through this seminar students were provided with knowledge of basic public speaking skills to illustrate the importance of being comfortable speaking in front of groups.

ARTICLE DISCUSSION "COLLEGE SUCCESS RATES FOR AFRICAN AMERICAN MALES"
Wednesday, April 16, 1:00-3 p.m.
Thursday, April 17, 2:30-4 p.m.
The group read an article from the *"Chronicle of Higher Education"* on the graduation and transfer rates of black males in Community Colleges and the program coordinator led a discussion on student's thoughts and reactions to the data in the article.

GROUP FORUM DISCUSSION
Wednesday, April 23, 1:00-3 p.m.
Thursday, April 24, 2:30-4 p.m.
In an effort to improve the Men of Excellence program the program coordinator led a Men of Excellence student forum. During this forum students described what work well this year and areas for improvement for the upcoming year, as well as techniques for recruiting more students.

END OF YEAR AWARDS LUNCHEON
Thursday, May 1, 2:30-4 p.m.
The Men participated in a recognition luncheon that celebrated the successes of the program participants.

CCBC
The Community College
of Baltimore County

2014

Cultural Diversity Report

Prepared for the

Maryland Higher Education Commission

The Community College of Baltimore County

Cultural Diversity Report
September 2014

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, 2013 and conforms to the guidance provided by MHEC regarding the required components.

The FY2014 to FY2016 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 those relating to inclusiveness, globalization, and diversity. The yearlong process, that was highly inclusionary, provides the umbrella under which concrete operational plans are put into place to guide the college during the coming 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. 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 is Student Success. 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.

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.

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.

CCBC will host the first CRT conference "Student Agency and Empowerment Through Culturally Responsive Teaching and Learning" September 27, 2014, on the CCBC Dundalk campus. Dr. Gloria Ladson-Billings, the Kellner Family Professor of Urban Education in the Department of Curriculum & Instruction at the University of Wisconsin-Madison, will deliver the keynote conference address. Dr. Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students.

Goals to Support Multi-Cultural Diversity among Faculty and Staff:
A set of core performance expectations is 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.

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 Performance Accountability Report (PAR) and the Degree Progress Tracking system for 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.

Among Students
During FY2014, CCBC enrolled over 66,000 students in credit and continuing education courses. The characteristics of these students closely align with the characteristics of the adult population in the region. The chart below shows Baltimore County Population by Race based on the latest Census Bureau estimates.

Baltimore County Ethnicity/Race Population

Ethnicity/Race	Population as of July 1, 2013	Percent of Total
Hispanic or Latino, any race	39,234	4.8%
White	497,906	60.5%
Black or African American	220,662	26.8%
American Indian or Alaska Native	2,193	0.3%
Asian	46,029	5.6%
Native Hawaiian or Other Pacific Islander	300	0.0%
Two or more races	16,691	2.0%
Baltimore County Total Population	823,015	100.0%

*Source: US Census Bureau Estimate for July 1, 2013.

During the fall 2013 semester, the college reported that 52% of credit students are from minority groups, 51% received financial aid, 52% were working more than 20 hours a week, and that more than 2,400 students enrolled in English as a Second Language courses during that academic year.

It is important to note that a large number of non-credit students did not disclose their gender and ethnicity/race. Of the students who did, 43% identified with a minority group. Following last year's report, which highlighted these data gaps, a goal was established to reduce the number of unknowns. This has resulted in changes to data collection instruments for some contract training courses and more attention to ensuring CCBC does all that is possible to obtain this information for every student.

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 very young to seniors citizens and the average is 46 years old.

CCBC Student Enrollment Demographics – FY 2014

	Credit Students		Noncredit Students		All Students	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Total Students	**33,064**		**34,255**		**67,319**	
Gender						
Female	19,816	60%	18,141	53%	37,957	56%
Male	13,248	40%	13,717	40%	26,965	40%
Not Disclosed	0	0%	2,397	7%	2,397	4%
Ethnicity						
Hispanic or Latino	1,388	4%	1,398	4%	2,786	4%
Not Hispanic or Latino						
White	15,457	47%	13,588	40%	29,045	43%
Black or African American	12,810	39%	7,572	22%	20,382	30%
Asian	1,991	6%	792	2%	2,783	4%
American Indian or Alaska Native	121	0%	87	0%	208	0%
Native Hawaiian or Other Pacific Islander	77	0%	30	0%	107	0%
Two or more races	1,033	3%	261	1%	1,294	2%
Not Disclosed	187	1%	10,527	31%	10,714	16%
Age Distribution						
Less than 20	4,083	12%	1,619	5%	5,702	8%
20-29	18,299	55%	6,408	19%	24,707	37%
30-39	5,794	18%	5,913	17%	11,707	17%
40-49	2,723	8%	5,107	15%	7,830	12%
50-59	1,432	4%	6,181	18%	7,613	11%
60 and over	733	2%	9,027	26%	9,760	14%
Residence						
In-County	24,146	73%	20,096	59%	44,242	66%
Out-of-County	8,442	26%	9,872	29%	18,314	27%
Out-of-State/Other	476	1%	4,287	13%	4,763	7%

CCBC students come from every community in the Baltimore region to enroll in over 300 programs of study. CCBC has over 250 international students representing every continent except Antarctica and more than 60 different countries.

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 a wide variety of courses and programs.

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.

Race/Ethnicity of CCBC Employees

Full-Time and Part-Time Employees	Number of Employees*	Percent of Total
Hispanic or Latino, any race	63	2.3%
White	1,942	71.8%
Black or African American	582	21.5%
American Indian or Alaska Native	8	0.3%
Asian	80	3.0%
Native Hawaiian or Other Pacific Islander	0	0.0%
Two or more races	28	1.0%
Minority	*761*	*28.2%*
TOTAL	2,703	100.0%

*This data is from 2013 EDS (excludes foreign born and those with unknown race/ethnicity).

CCBC Details by Principle Occupation Category

Category	Number of Incumbents as of 11/1/13	Incumbent Count excluding foreign & those with Unknown Race/Ethnicity	Racial or Ethnic Minority	Racial or Ethnic Minority Percentage*
Senior Staff	5	5	1	20.0%
Administrators	66	66	15	22.7%
Professional Staff	335	332	105	31.6%
Total Administrators and Professional Staff	**406**	**403**	**121**	**30.0%**
Professor	61	60	4	6.7%
Associate Professor	120	119	29	24.4%
Assistant Professor	190	188	62	33.0%
Instructor	81	78	14	17.9%
Total Full-time Faculty	**452**	**445**	**109**	**24.5%**
Adjunct Faculty	1,486	1,371	368	26.8%
Total Full-time and Adjunct Faculty	**1,938**	**1,816**	**477**	**26.3%**

Category	Number of Incumbents as of 11/1/13	Incumbent Count excluding foreign & those with Unknown Race/Ethnicity	Racial or Ethnic Minority	Racial or Ethnic Minority Percentage*
Classified Staff (Clerical and Technical)	316	311	86	27.7%
Plant (Unit 1) and other Support Employees	178	173	77	44.5%
Total Support Staff	**494**	**484**	**163**	**33.7%**
TOTAL All Staff	**2,838**	**2,703**	**761**	**28.2%**

* New IPEDS/MHEC Principal Occupation codes implemented in FY 2012 have been used for this analysis. The minority percentage calculation excludes foreign born and those with unknown race/ethnicity.

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 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.

Strategies used by CCBC for increasing diversity among faculty/staff include the following:
1. Attended various local and national Job Fairs FY2013-14
    a. Congressman Cummings' Annual Job Fair 2014
    b. CCBC Career Services Job Fairs: Essex Job Fair - Friday, October 11, 2013; Catonsville Job Fair - Thursday, November 7, 2013; Dundalk Spring Job Fair on Thursday, March 27, 2014
    c. Howard Community College Spring 2014 Job Fair
    d. Dice/Targeted Job Fairs Virtual Career Fair (Eastern) 3/26/14
    e. The AFRO American Newspapers' Diversity in Careers and Education Expo – June 24, 2014
2. Fully instituted a new applicant tracking system, NeoGov-*Insight* in 2013-2014 to better capture applicant data
3. Search Specialist Training provided for CCBC staff

4. Supervisory Training provided to hiring managers/senior staff (Directors and above) within the various Divisions on Recruitment Processes to ensure equitable application of assessment ratings by search committees
5. Additional training provided in 2013-2014 for search specialists and hiring managers – in conjunction with NeoGov-*Insight* implementation
6. Troll Resume Databases and cold-call candidates for difficult-to-fill positions by subscribing to various resume databases (i.e., Monster, HERC, HigherEdjobs, InsideHigherEd, etc.)
7. Broadened the University/Community College outreach by emailing flyers to distribution lists
8. Advertising outreach has been extended to the following sites:
   a. 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.
   b. Baltimore SUN – weekly online cube ad and periodic print ads
   c. Professional Association websites and distribution lists
   d. 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.
   e. MD Commitment for Veterans – MD Commitment for Veterans site links to jobs posted on the MD Workforce Exchange.
   f. Department of Veterans Affairs – CCBC job listings sent to Email Distribution List
   g. Local Universities/Community Colleges Outreach: UMD; UMUC; Towson University; Howard Community College; Anne Arundel Community College; Stevenson University; Morgan State University; Coppin State University; Sojourner Douglas University; Howard University; George Washington University; American University; George Mason University; Georgetown University;
   h. Diverse (diverseeducation.com)
   i. The Chronicle of Higher Education
   j. Community College Jobs.com
   k. Academic Careers Online
   l. HigherEdjobs.com
   m. Inside Higher Ed
   n. HBCUConnect Network
   o. Minority Nurse.com
   p. Hispanic Outlook
   q. Latin Opinion
   r. Afro-American
   s. Craig's List
   t. Dice.com
   u. Penny Saver
   v. HERC – Higher Education Research Consortium

The office has also launched a new initiative, "ban the box" to help applicants who may have a criminal conviction. Endorsing the value of a policy that allows workers to be judged on their merits, not on an old or unrelated conviction, the U.S. Equal Employment Opportunity Commission issued a revised guidance in April 2012 on the use of arrest and conviction records in employment under Title VII of the Civil Rights Act of 1964. In the guidance, which applies to all public and private employers, the Commission recommended as a "best practice . . . that employers not ask about convictions on job applications and that, if and when they make such inquiries, the inquiries be limited to convictions for which exclusion would be job related for the position in question and consistent with business necessity." CCBC proactively took steps to remove barriers to employment for qualified workers with criminal records, specifically by removing the conviction history question from the job application—a reform commonly known as "ban the box." We no longer ask for this information on the job application. Only candidates who attend an interview for the position are requested to provide this information on the "Authorization for Release of Information" form that is required by law to conduct a criminal background check.

In addition to the methods and tools identified above, the Human Resources department is developing a process to obtain more detailed information on individuals with disabilities and veteran status from employees and applicants.

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 weekly, 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 24 new faculty members registered for NFLC for the 2013-14 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. Other assessments include formative assessments of participant satisfaction, input into areas of inquiry and feedback on books, articles and other materials used in NFLC.

The CCBC Culturally Responsive Teaching program (CRT) is designed to help faculty strengthen their teaching practices by making the learning environment appropriate for a diverse student population. This program was developed for faculty to infuse culturally responsive

teaching and culturally responsive pedagogy in their courses. The specific goals of this training 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 partnered with a team of faculty members in the design and development of CRT course content in order to establish a four module CRT certificate program. This program has been offered to faculty and staff in support of the Achieving the Dream Initiative. The Modules include:

- Meanings of Culture and Race
- Mindsets and Culture
- Overcoming Stereotype Threat
- Social Capital

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). Two faculty members now receive reassigned time (9 credits total each semester) to devote to CRT. During the 2013-2014 time period, CETL sponsored a total of eight 2-hour module workshops (mostly attended by adjunct faculty members, who received an outcomes based stipend of up to $375 for attendance and application of information to their classes) and two 8-session CRT intensive seminars (mostly attended by full time faculty and staff). Sixty-two adjunct faculty members attended at least one of the four module workshops, during the 2013-2014 academic year. Thirty-two faculty and staff members attended the intensive CRT Seminar in January or June, 2014.

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 at least one CRT training event during FY2014.

A survey including both quantitative and qualitative questions was designed and conducted asking faculty and staff members who had attended any form of CRT Training during the last 5 years to share their experiences and gauge the impact that the CRT Training had on their pedagogy and their students. One-hundred seventeen people responded to the survey. Analysis of the results showed that 50% of the respondents had received their CRT training within the last year, with an additional 37% having experienced CRT Training within the last 3 years. Seventy-four percent of the respondents had completed the 4 workshop series or the intensive seminar, 24% had received some parts of these trainings. Forty-three percent of respondents indicated that they developed a CRT project for implementation in their classrooms. When asked about the impact of CRT training on their work at CCBC, 53% of respondents indicated that the CRT training they received had either a "very high degree" or "high degree" of impact on their work at CCBC, with an additional 36% indicating a moderate degree of impact. When asked if they had seen any beneficial impact on students or others because of their CRT Training, more than 70% of respondents indicated that they had seen such benefits. Many survey respondents took the time to write comments about their responses, which are still being analyzed.

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 is awarded to participants who complete six workshops in addition to a project relating to globalizing curriculum in a chosen course or area of the college. In AY2014, an average of 12-15 people attended each of the seven workshops.

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, Behavioral and Social Sciences (WEBSS) where there are courses in Women's Studies, Social Problems, Sociology, Psychology, Philosophy, African-American History, Native American Culture and Africana Studies 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.

Faculty members involved in the college's Global Education programs on the three campuses and Owings Mills administer an Intercultural Dialogues program, in which foreign-born CCBC students visit courses in various disciplines, upon faculty members' request, to engage in a dialogue with students on a variety of topics related to cultural diversity. Topics have crossed nearly all disciplines; popular topics include health care practices, human rights issues, family and gender dynamics, or religious practices in the student presenters' home countries. Because of the increasingly diverse immigration population in Baltimore County, World Language instructors have also collaborated with other disciplines to offer workshops on cultural diversity for students preparing to enter certain 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

The Closing the Gap initiative supports the achievement of students from minority groups and has had several strands that stem from data analysis and deeper understanding of the causes of achievement gaps. We are increasingly aware that our minority students have multiple challenges, including financial challenges and under preparation. Our Money Matters program which is offered to all students in our academic developmental courses, ACDV 101, begins by showing all students a short, award-winning video of CCBC students discussing their financial challenges. 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. Close to $80,000 has been saved by students in the past 6 semesters. The Money Matters II program provided developmental course faculty with stipends to create instructional toolkits that contextualize basic skill content with financial literacy concepts. Thus far, these toolkits have reached 5000 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. We are currently involved in a study with Stanford University to research the use of avatars representing aged versions of students to increase their ability to plan financially for the future.

In trying to reach the minority students most at-risk, CCBC has created specific sections of ACDV 101 course sections specifically for African American males that target the specific cultural needs of these young men. We have reached about 250 students. Students in the program have significantly increased retention over those African American males who did not participate. We have begun a program this fall to deepen the experience of African American males in ACDV 101 by providing more extensive mentoring and coaching that extends beyond the first semester.

The college's Global Education initiative promotes inclusion of global and cultural awareness into courses. These efforts include a faculty-led Global Education Advisory Board with multiple committees pursuing study abroad opportunities for students and classes, 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. In addition to the Global Citizenship series mentioned previously, the Global Education program develops and delivers multiple activities during International Education week; evaluates courses modified with global content, and conducts Intercultural Dialogs between international students and classes or groups.

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 Affairs 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 who 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), Cory Booker (Trenton, New Jersey mayor), Nikki Giovanni (renowned poet and writer), and David Shipler (author of *The Working Poor: Invisible in America).*

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
- Students 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 awareness and appreciation and to improve CCBC's educational climate by fostering an inclusive and civil community. This is accomplished through advocacy, direct services and cultural programming. The core values are: Academic Success, Collaboration, Diversity, Social Justice and Equity.

Cultural Responsive Training –The Director of the Office of Multicultural Affairs and three 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 two-hour sessions held on Saturdays or evenings throughout the year.

President's Distinguished African American Lecture Series – On behalf of the College President, the Office of Multicultural Affairs coordinates the PDAAL, an annual event that the President hosts during Black History Month to honor the life and work of a nationally recognized African-American citizen. The event is co-sponsored by the Office of Student Life. Guest lecturers in the past have included: Byron Pitts (Chief National Correspondent for ABC TV News), 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 supported the participation of one of its staff members in the Kettering Foundation's National Issues Forum training. The training focused on engaging communities in a deliberative process to promote the democratic process. The foundation seeks to identify and address the challenges to making democracy work as it should through interrelated program areas that focus on citizens, communities, and institutions.

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

Let's End Human Trafficking – the program featured trafficking specialist Renee Murrell and tracking survivor Stacey Lewis.

The Evolution of Racism – highly interactive session featured a CCBC faculty who presented work on how racism has survived and adapted to an era of political correctness.

Bridging the Divide: How Africans and African Americans View One Another – open dialogue and honest discussion regarding the prejudice between these two respective populations

Racial Justice Training – antiracism training is available to members of the CCBC community who would like to address issues of race and diversity in a safe and civil environment.

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 –this casual series includes discussions about race, ethnicity, gender, language and dialect, xenophobia , stereotypes, cultural competence and other issues.

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

Responding to Campus-based Hate Crimes and Bias-motivated Incidents
Reporting incidences of hate crimes are addressed under the Jeanne Cleary Disclosure of
Campus Crime Statistics Act (Cleary Act) and amended by the Higher Education Opportunity
Act (HEOA). At CCBC, the Department of Public Safety (DPS) works to create and maintain a
secure campus climate and to protect personal and college assets. All public safety information
required by the Clery Disclosure Crime Statistics Act may be found on the Public Safety website
at www.ccbcmd.edu/publicsafety.

Officers investigate and report all crimes and incidents that come to their attention. CCBC's
Public Safety staff also works closely with the Baltimore County Police Department and will ask
for its assistance when needed or when requested by a victim of a crime. The DPS and
Baltimore County Police Department work cooperatively under a Memorandum of
Understanding that specifies roles and responsibilities for both agencies.

The Department of Public Safety is staffed by full and part-time uniformed public safety officers
24 hours a day. Each full-time public safety officer is commissioned by the State of Maryland as
a Special Police Officer and has full police powers (including powers of arrest) through the
statutory and common law of Maryland. The officers patrol CCBC campuses in marked cars, on
bicycles, Segways, and on foot.

The college provides timely security alerts to the college community regarding offenses or
incidents that are reported to campus Public Safety offices, college administrators or local police,
and which may represent a threat to students and employees, through Campus Alert, CCBC e-
mail, voice mail, and text messaging. Students, faculty, and staff are strongly urged to sign up for
Campus Alert at www.ccbcmd.edu/publicsafety.

The Department of Public Safety also provides security services at off-campus facilities owned
or controlled by the college. An administrative staff of full-time employees assists the
Department of Public Safety by providing administrative, clerical, and records-keeping work.
DPS officers routinely inspect campus facilities as part of their patrol duties and report defects to
Plant Operations.

Campus crime prevention programs:
- Alcohol and Drug Awareness
- Rape, Aggression, Defense training (RAD)
- Sexual assault awareness
- Silent Witness Program
- Bike patrol program
- Published articles in college periodicals and media (*social*)
- Lecture Series Crime awareness literature
- Emergency call box system in parking lots and other campus areas

College policy dictates that all crimes or emergencies be reported directly to the Department of
Public Safety. Victims or witnesses may report a crime on a voluntary, confidential basis for
inclusion in the Annual Security Report by going to www.ccbcmd.edu/publicsafety and clicking on
the Silent Witness link. Any college member who is a victim of a serious crime is also encouraged
to report the incident to the Baltimore County Police Department by calling 911 (for emergencies).
The Department of Public Safety will investigate and document all crimes in accordance with

college policy. CCBC's Clinical Counseling services on each campus are available to provide confidential counseling services to students who are victims of crime and who request assistance (www.ccbcmd.edu/counseling/clinical).

August 20, 2014

TO: Elizabeth Burmaster, President
               Members of the Board of Trustees
               Frederick Community College

FROM: Gerald Boyd,
               AVP of Learning and Institutional Effectiveness

TITLE: ACTION ITEM:
               FCC Diversity Strategic Plan-Annual Progress Report to MHEC

OVERVIEW:

Senate Bill 438 requires public institutions of higher education in Maryland to develop and implement plans for programs of cultural diversity and requires independent institutions of higher education that receive State funding under the Sellinger formula to do the same. If an institution already has a plan, they will submit a plan for improvement. The bill took effect on July 1, 2008.

The governing board must submit progress reports regarding implementation of the plan to MHEC by September 1 of each year.

ANALYSIS:

MHEC has requested that two and four year institutions submit progress reports on cultural diversity in a narrative format by September 1, 2014. The narrative outline is as follows: Section One outlines the diversity plan, its relationship to the College's Strategic Plan, its goals, and an overview of progress, and areas for improvement. Section 2 describes efforts to increase the numerical representation of traditionally underrepresented groups. Section 3 describes efforts designed to create positive interactions and cultural awareness among students, faculty and staff; and Section 4 describes any other initiatives that are central to the cultural diversity plan.

RECOMMENDATION:

Per SB 438, the attached Diversity Strategic Plan Progress Report, due to MHEC by September 1, 2014, is submitted for your review. Your approval is requested in order to meet the September 1, 2014 filing deadline.

Frederick Community College
2014 Progress Report on Cultural Diversity Plan   **June 15, 2014**

Section I: The Diversity Strategic Plan

The College's new 2013-2015 Strategic Plan became effective on July 1, 2013. The revised mission, values, goals and objectives underscore FCC's commitment to the value that supporting diversity brings to the institution. The College's mission states,

> With teaching and learning as our 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 FCC's six core values is: **"Diversity: Visible and invisible human differences that affect the success of students, staff, and members of the community."** To complement this, one of FCC's six strategic goals is to: "**Enhance access, support, and opportunities that meet the needs of diverse and changing populations."** In support of this strategic goal, four (4) strategic objectives reflect a decisive commitment to assuring that diversity remains central to our work throughout the College:

- Increase diversity of student and employee base.
- Infuse global perspectives into programs and services.
- Enhance an inclusive climate for students and employees.
- Develop and implement policies and procedures that enable efficient access for all students.

Informing the College's 2013-2015 Strategic Plan and its diversity-focused, strategic goal and objectives is the FCC Diversity Strategic Plan, a plan that has served as a foundation for guiding the College's implementation of diversity-specific policies, processes, and projects. Four ongoing goals that form the basis for the Diversity Strategic Plan include:

Goal 1.   The College will 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.

Goal 4.   Students will achieve equitable outcomes.

As reflected in the following sections, college-wide attention to specific programs, processes, and projects during this past year indicate that the College is actively engaged in producing culturally competent students and employees, engaged in recruitment and hiring practices that

1

value diversity, and focused on supporting programs that address achievement gaps. In the spirit of continuous improvement, FCC leadership, faculty, and staff recognize several areas in need of attention:

Goal One:

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

Goal Two:

- As a part of the Middle States self-study process, determine college-wide vision for next iteration of cultural diversity/inclusion plan.
- Continue utilization of the Intercultural Development Inventory in the assessment of cultural competence of employees.

Goal Three:

- Continue to support the recruitment and search processes with FCC's diversity goals as a primary focus.
- Maintain partnership with the Preparing Future Faculty program of Howard University and explore relationship development with other Historically Black Colleges and Universities.
- Continue broadening outreach to diverse communities within Frederick County.

Goal Four:

- Continue emphasizing the use of data to measure student success.
- Continue to support the Partnership for Achieving Student Success, Summer Bridge Program.
- Continue to support the rollout of the Dual Enrollment Program to three more Frederick County Public high schools.

The College has begun preparing for its 10 year Middle States Accreditation Review that will culminate in a site visit in 2015. The chairs of the Self Study have organized the sub-committees around the eight strategic goals of the college. As indicated above, one of the eight goals has a specific focus on diversity; therefore, one of the committees will fully evaluate our diversity efforts, analyze their outcomes, and make planning recommendations for the future.

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

The diversity of our students continues to progress. African American enrollment in spring 2014 was 13% with a growth of 1%, Latino enrollment was 9%, a growth of 45% since spring 2010.

Asian student enrollment declined by 3% for the same period. Students of color now comprise 32% of FCC's student population with 18% growth for the past five years.

Our employee demographics have improved from FY 2013 to FY 2014. In FY 2013 the Minority representation of FCC's budgeted positions was 11% for Administrators, 15% for Full-Time Faculty, and 19% for Support Staff. Our current demographics moving forward into the Fall 2014 semester are 13% for Administrators, 18% for Full-time faculty, and 20% for Support Staff.

FCC continues its commitment to hiring a more diverse workforce. The College has broadened its outreach to various key constituents with a particular focus on members of historically underrepresented populations. The College has used targeted advertising to diverse populations to advance its goal of increasing the representation of historically underrepresented groups among College employees.

The College continues to use recruitment advertising partners that 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 job seekers who have asked to receive job listings from employers actively recruiting candidates in accordance with affirmative action or diversity plans.

FCC's search process continues to follow a holistic approach in which applicants are evaluated based on critical 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. The college has partnered for five years with Howard University 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. Our intern this year taught BI 101- General Biology I, lecture and Lab; BI 120 - Microbiology for Allied Health, Lecture in the Fall 2013 term and in Spring she taught BI 101, lab; BI 120, Lecture and Lab. Outside of teaching, she participated in the Science Department's meetings, as well as broader College events.

Section III - 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 in co-curricular programming.

Committed to expanding students' cultural awareness by requiring all degree-seeking students to complete a course designated as a cultural competence course, the College offers 31 courses with this designation. Each course has undergone a rigorous review to assure that each meets cultural competence curricular standards. To further diversify the curriculum, three faculty members are developing projects that infuse Asian perspectives into general education courses as part of their involvement in a 3-year NEH Bridging Cultures in Community Colleges grant that focuses on Asian traditions and culture. To encourage additional curriculum, FCC provided and/or supported faculty professional development focused on diversity and cultural awareness, including sessions on the Dream Act and its potential for ESL students, innovative best practices for engaging international students; writing across borders; and thinking through cultural diversity in Asia. Beyond the curriculum and classroom, FCC hosted a plethora of multicultural and global co-curricular activities ranging from scholarly speakers and student panels and to international films, performances, and community-based celebrations spanning Asian, Spanish, and Latino cultures, among others. Looking toward the future, the International Education Committee, comprised of faculty, Learning area staff, and a cross-section of staff from other areas of the College adopted the American Council on Education's internationalization terminology and principles. This adoption is intended to serve as a foundation for evolving the College's internationalization of the curriculum as well as the College itself.

In terms of co-curricular activities that support diversity, the Center for 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, Advanced Leadership program and the Phi Theta Kappa Leadership Development courses also experience units on diversity and global and cultural competence.

The Center for Student Engagement also offers activities as part of its co-curricular events day. Keynote speakers who addressed diversity related themes and exposed students to different perspectives included:

- Jessica Minhas, recognized humanitarian and human rights activist. As a producer her work has taken her around the globe exploring issues of human trafficking, child labor, medical tourism, Middle Eastern conflict, inter-religious reconciliation, youth advocacy and more
- Kate Braestrup, chaplain to the Maine Warden Service, joining the wardens as they search the wild lands and fresh waters of Maine for those who have lost their way, and offering comfort to those who wait for the ones they love to be rescued, or for their bodies to be recovered
- Jesse J. Holland, nationally recognized journalist and media personality who has combined his work as a political reporter for The Associated Press, with a love of African American history and news. Holland has written hundreds of stories about African American politics, history and news for newspapers like The New York Times in New

York City, N.Y., and The Associated Press in Washington, D.C., Columbia, S.C. and Albany, N.Y.
· Rosanne Cash, American singer-songwriter and author. She is the eldest daughter of country music icon Johnny Cash and his first wife, Vivian Liberto Cash Distin. Although Cash is often classified as a country artist, her music draws on many genres, including folk, pop, rock and blues.
· Latina Poet and spoken word artist, Mayda Del Valle, a native of the South Side of Chicago, began performing her own writing while in high school and relocated to New York City after graduating from Williams College with a B.A. in Art. Her works and performance share the life experiences of inner city, racism, and cultural isolation.

Film offerings included:

TED Talks Video: "*Chimamanda Adichie: The danger of a single story*." Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie, in a TED Talks video, tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding. FCC Faculty and students followed up the video talk with a panel discussion, engaging students, faculty and staff in a conversation about the dangers of a single story in defining people, cultures, and ideas.

Feature Screening of *Girl Rising*, the groundbreaking feature film about the strength of the human spirit and the power of education to transform societies. The film presents the remarkable stories of nine girls around the world, told by celebrated writers and voiced by renowned actors. We use powerful storytelling to deliver a simple, critical truth: Educate Girls and you will Change the World.

The Center for Student Engagement partnered with community organizations to expose students to a number of themes, including addiction, poverty, hunger, homelessness, mental illness, sexual assault and harassment, gender equality, literacy and cultural contributions by minority groups.

Some of the partnerships and programs included:

· The United Way Poverty Simulation
· State Conflict Resolution Initiative
· Frederick County Public Schools Peer Mentor Program
· Frederick County Literacy Council
· Anti-Bullying Initiative
· The Frederick Rescue Mission
· The ARC of Frederick County

· National Collegiate Alcohol and Drug Awareness Campaign
· Wellness Month Programming
· African American History Month
· Women's History Month
· The Annual "Alternative Prom" for our GLBTQ county students and allies

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 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 strives to promote both accessibility and achievement of historically under-represented student and staff populations.

Using data from the most recent cohort (2009), the successful or persisting rate after four years is higher for Asian students (86.5%) than Hispanic students (72.8%), African American students (62.4%), and all students combined (77.5%).• Additionally, the graduation-transfer rate after four years was higher for Asian (56.8%) and Hispanic (55.6%) minorities than it was for African American Students (51.4%). Frederick Community College now enrolls proportionately more minority students (32%) than similar residents who live in Frederick County (25% based on United States Census data).

In terms of successful and persisting rates, the achievement gap has been bridged for Asian students and almost bridged for Hispanic students as reported in indicators 21 and 22 of the Accountability Report. Despite this fact, the achievement of all minority students should continue to be a focus of our institution.

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.

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 one 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 members 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. Data collected from this year's cohort shows that Summer Bridge students persist at a greater rate (87%) than students who are eligible but do not partake in the program (72%). Additionally, a larger percent of Summer Bridge students are in good academic standing and complete their developmental courses with a higher rate of success. These efforts are made possible by College Access Challenge Grant Program administered by the Maryland Higher Education Commission.

Section 4: Other Initiatives Central to the Diversity Plan

Diversity in the Nursing Program: As a result of FCC's program review process, Nursing was found to be one of FCC's most demographically diverse programs. Thirty-five percent of the students self-identified as non-white. The Spring 2014 cohort was comprised of one hundred and sixty-six females (87%) and twenty-four males (13%). The ethnicity breakdown for that semester was 64% White, 17% Black, 11% Asian, 7% Hispanic, and 1% American Indian. Based on this data, the Director of Nursing asked the Institutional Effectiveness Department to conduct a diversity workshop for the Nursing Department's faculty and staff members. The workshop delivered focused on cross cultural awareness and the instructional support needed to improve the academic success of diverse students. Based on post-workshop faculty and student feedback, Institutional Effectiveness collaborated with the Vice President of Learning and the Director of Nursing Education to create a nursing program climate survey. The survey, administered prior to end of the 2014 spring semester, was designed to gauge first and second year students' experiences with the program, its faculty and its staff. The survey had an excellent return rate and has provided the Nursing Department with useful student feedback for program improvement.

The Adult Learner: FCC's adult students bring many levels of diversity to the College. The Adult Education Program at FCC is housed in the Continuing Education and Workforce Development area and serves approximately 1700 students annually through Adult Basic Education, Pre-Diploma, GED Preparation and English as a Second Language Classes as well as the National External Diploma Program. Adult Education program provides instruction and support services to a diverse student body, including students from over 86 countries speaking 46

different languages. FCC's Adult Education students range in age and experience from 16 to 80+ and no formal education to advanced degrees in their native countries. In addition to supporting educational goals, the program also supports students' employment and post-secondary education goals as well.

In addition, FCC operates an offsite education center that focuses on career and workforce training called the Monroe Center. This center currently houses our Building and Trades, Culinary Arts, and Continuing Education Allied Health programs. The new strategic focus for the center is to develop training programs that lead to progressive, stackable credentials that allow students to move seamlessly between continuing education and credit programs throughout their career. The programs developed will focus on adult learners entering or re-entering the workforce using innovative instructional design, combined with comprehensive support services such as prior learning assessment options, refresher courses and a comprehensive industry certification testing center. We have partnered with Frederick County Workforce Services to support our planning and program development. In addition, all of our career programs have industry connected advisory boards that are critical to our curricular and program development. Also in support of this goal the college has piloted a workforce development position in Continuing Education, and is concluding a search for a new Associate Vice President/Dean for Professional Studies. This position will manage and develop our credit career programs and related industry partnerships.

Another campus based adult learner focused initiative is the Woman to Woman Mentoring Program. The Woman to Woman Mentoring Program is a unique opportunity for women who live, work, or go to school in Frederick County to work with a mentor to identify and work toward career, academic, and personal goals. Women ages 18-35 are eligible for the program which is 10 months long and is comprised of the one-on-one mentoring relationship as well as monthly workshops covering topics from working within your strengths to healthy relationships to financial literacy to networking. Mentors are community volunteers from a wide variety of career fields and backgrounds. W2WM is launching its 7th class for the Fall 2014 term.

Increased Access for High School Students: The College has moved out of the pilot stage for the Dual Enrollment Program. School Based Dual Enrollment creates opportunities for students who otherwise might not be able to access college courses and thus supports the college's plan for an increasingly diverse student body. Dual Enrollment has been fully implemented in two high schools. From the 2013-2014 school year to the 2014-2015 school year, one of the participating schools has experienced a 22% growth in dual student enrollment. In the second high school, they have seen an amazing 242% growth in dual student enrollment over the same period. During the 2014-2015 school year, three additional schools will be added to the program. With the on boarding of each school, the college becomes more richly diverse. Each building has dually enrolled students who are part of the Federal Free and Reduced Meals program, have IEPs and 504 plans, as well as a strong percentage of minority students.

As demonstrated in this report, FCC continues to value and support its diversity initiatives. As the Fall 2014 semester begins, the College will start a new chapter with the full initiation of the Middle States Self Study, the hiring of a new Director of Diversity, and the installation of FCC's new President, Elizabeth Burmaster. The Self Study will help FCC to fully understand where we are now, and what we need to do to best prepare for the future. Our previous Director of Diversity served the College well and has retired. We are currently in a national search for a new Director. That position reports directly to the President and will guide the College's diversity planning and initiatives. President Burmaster will be welcomed on August 18, 2014 and all the FCC stakeholders look forward to working with her to move the institution forward.

Safety and Security

One of FCC's Strategic Goals is to, "Enhance access, support, and opportunities that meet the needs of diverse and changing populations." An objective connected to this goal is to, "Enhance an inclusive climate for students and employees." In order to achieve this goal and objective FCC is committed to operating a safe, welcoming, and comfortable campus.

Our first level of responding to incidents or behaviors that disrupt our learning environments is through the use of FCC's "Concerning Behavior Form," which is available to all students, faculty and staff on FCC's public website and on the College's employee Intranet site called "Communication Central." (https://publicdocs.maxient.com/incidentreport.php?FrederickCC) The form covers a broad range of incidents and behaviors that warrant immediate attention. Discrimination and harassment are covered by the form, which tend to be precursors to incidents that could potentially rise to the level of a hate crime. These reports are sent immediately to the AVP for Learning Support/Dean of students to respond appropriately either through the College's Code of Conduct procedure, or by convening our Behavioral Intervention Team (BERT). If an incident or behavior is determined to be a crime, which includes hate crime, FCC students and employees are asked to call 911 immediately, then our security office.

Our Campus Security website is available to the public and it provides guidance, support, and resources related to campus security and emergency response, as well as relevant reports and campus crime statistics. The Annual Campus Security Report is accessible on the site and it provides the information needed to be in in compliance with Title II of the Crime Awareness and Campus Security Act of 1990. (http://www.frederick.edu/faculty-staff/campus-security.aspx)

The 2013 Campus Security Report defines Hate/Bias Crime and details the protocol for reporting crime:

Hate/Bias Crime
A crime that manifests evidence that the victim was intentionally selected and the crime was motivated by hate or by bias against any person or group of people, or the property of any person/s because of ethnicity, victim's actual or perceived race, national origin, religion, gender, sexual orientation, gender identity or disability of the person or group, or bias based upon the perception that the person or group has one or more of those characteristics. This year as

required, FCC has added Domestic violence, dating violence and stalking, as well as gender identity to the list of Cleary reportable hate crimes.

How to Report Criminal Offenses
To report a crime, contact the Security Department at 301-846-2453 or X-2453 (non-emergencies); dial 911 (emergencies only); use the emergency telephones located throughout campus or by campus emergency pole phone located in each parking lot on campus. Each phone has an identifying number on the pole; provide that number to security. Any suspicious activity or person seen in the parking lots or loitering around vehicles, inside buildings should be reported to Security. Do not approach or attempt to apprehend the person(s) involved in a crime. Only take actions that are necessary for self-defense. If you are safe, stay where you are until police arrive. Otherwise, try to move to a safe location. Make an effort to obtain an accurate description of the offender(s), to include weapon, method of flight, vehicle tag number, etc.

For off-campus options, if in the Frederick area, contact Frederick Police Department directly by dialing 301-600-2100 or 911 for emergencies. The Security Department works with local law enforcement during mutual investigations, arrests, and prosecutions. The Security Chief works with local law enforcement agencies to exchange ideas and problems which may be of concern to the FCC community.

In addition, you may report a crime to the following:
- The Director of Student Life and Alumni Services
- The Office of the Dean of Students
- The V.P. for Learning Support
- The V.P. for Learning
- The Athletic Director
- Any Coach or FCC Faculty member

Cultural Diversity Plan for Garrett College

2014 Update and Progress Report

**Approved and Submitted by the
Garrett College Board of Trustees**

September 8, 2014

I.   INTRODUCTION:

The role and importance of diversity in higher education has been widely recognized. In 2008, the Maryland General Assembly affirmed the importance of diversity as an educational goal by enacting legislation requiring that every public college and university develop and implement a cultural diversity plan. The 2008 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." The 2013-2017 Maryland State Plan for Postsecondary Education broadens the definition of diversity to also include age, cultural identity, disability, family educational history, gender identity and expression, nationality, sexual orientation, religious affiliation, sex, and socio-economic status. Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports diversity. The College also strives to ensure that its graduating students are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs. This commitment to diversity is evidenced in a variety of ways including the College's Mission Statement, Institutional Goals and Strategic Plan, recruitment practices, goals for general education, Global Education Program, and campus environment.

Mission, Goals and Strategic Plan

Garrett College's Mission Statement, two of its six Institutional Goals, and segments of its FY2014-2016 Strategic Plan attest to its commitment to achieving a more diverse student body, faculty, and staff, and a campus climate that values and is supportive of diversity:

Mission Statement:

"Garrett College provides accessible, quality education in a supportive environment to a diverse student population. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world."

Institutional Goals:

"Accessibility: <u>Make higher education accessible to a diverse student population</u> through appropriate admissions practices, <u>active recruitment of a diverse student body</u>, affordable tuition and fees, <u>financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services</u>, and delivery of courses at times and via media that are responsive to student needs."
[Institutional Goal 1]

"Educational Effectiveness: Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their major; <u>and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs</u>." [Institutional Goal 3]

FY2014-2016 Strategic Plan - The College's FY2014-2016 Strategic Plan contains goals, strategies, and objectives that are aimed, either directly or indirectly, at maintaining the diversity of the College's student body, increasing the diversity of its faculty and staff, and improving the retention and completion rates of its minority students.

II.   CULTURAL DIVERSITY IMPROVEMENT PLAN

THOSE AREAS WHERE IMPROVEMENT IS NEEDED:

As this report will show, Garrett College has made significant progress toward achieving diversity among its student body, infusing diversity into the curriculum, and creating a campus climate that respects differences and values diversity. However, there are several areas in which the College can improve; they are as follows:

<u>Improvement of minority retention and completion rates</u> - Retention and completion rates for the College's minority population and among its Black/African American students, in particular, are lower than those for the overall population and, in fact, have been declining. For the two most recent cohorts (fall 2011 and fall 2012), fall-to-fall

retention fell by 9% and for the fall 2012 and fall 2013 cohorts fall-to-spring retention fell by almost 3%. The graduation rate for Black/African American students has also declined steadily over the last four years, falling from 10% for the fall 2007 cohort to 6% for the fall 2010 cohort, as shown in the table below. However, it should be noted that these low completion rates can be at least partially attributed to student athletes transferring early in order to maximize their athletic eligibility. The College needs to continue its focus on improving academic and other support services as well as its developmental studies program in order to improve minority retention and completion rates.

IPEDS 150% (3-Year) Graduation and Transfer Rates

Fall Cohort	African American		All Students	
	Graduation Rate	Transfer Rate	Graduation Rate	Transfer Rate
2007	10%	24%	19%	12%
2008	8%	52%	17%	39%
2009	0%	44%	23%	26%
2010	6%	21%	26%	12%

Identification and assessment of diversity learning outcomes – Until recently, the College had not articulated specific diversity learning outcomes for "Identity and Difference" courses. Therefore, it was not possible to assess the extent to which the "cultural and global perspective" general education goal is being achieved. A set of diversity learning outcomes common to all "Identity and Difference" courses has been developed but still needs to be implemented and regularly assessed so the effectiveness of these courses can be evaluated.

Continued training and other activities for faculty and staff to heighten awareness of cultural differences and how to respond to such differences – While there is ample evidence to show that Garrett College's faculty and staff value and support diversity, some cultural and ethnic differences are not always recognized or fully understood, nor do faculty and staff always know how to respond to or allow for such differences. Activities and training designed to heighten the faculty and staff's awareness of cultural differences may help them to communicate more effectively when dealing with minorities and to respond appropriately when dealing with challenging situations. For example, faculty should be aware of some of the particular socio-economic issues facing many minority students and that knowledge can help faculty devise strategies for helping these students to overcome such challenges. These issues include, but are not limited to: the feelings of isolation that are often felt by Black/African-American students on campuses

where they are the minorities; college readiness, due to some students coming from high schools that failed to properly prepare them for the rigors of college coursework; the lack of being able to identify with individuals on their campuses (i.e., faculty/staff) as role models, because they do not look like them. (For the latter issue, assigning faculty and upper class mentors have yielded positive results.)

Targeted recruitment of minority faculty and staff – While the percentage of minorities among Garrett College's faculty and staff is considerably higher than minority representation within its service area, the actual number of individuals represented is very small due to the fact that the total number of faculty and staff employed by the College is relatively small. For this reason, a personnel change involving a single individual can significantly alter the College's minority composition. Of additional concern is the fact that while 22% of the College's student population is Black/African American (fall 2013 data), the College has no Black/African American faculty and until very recently, only one Black/African American professional staff member. (It should be noted, however, that the College's newly hired Vice President of Instruction and Student Learning is Black/African American, as is its newly hired Assistant Coordinator of Residence Life.) Moreover, due to its location and the demographics of its service area, Garrett College faces some significant challenges in trying to recruit and retain minority faculty and staff. Nevertheless, by using targeted recruitment strategies, the College hopes to be more successful in attracting minority faculty and professional staff. In the next few years, there should also be more opportunities to increase minority representation among the College's faculty, given that a number of the current full-time faculty are at or near retirement age

GOALS AND STRATEGIES FOR IMPROVING CULTURAL DIVERSITY:

Goal 1: **Improve minority retention and success.**

> **Strategy 1:** Create and implement a process for early identification of at-risk students and their intervention needs.
> Responsibility: Dean of Student Life
> Timeline: Fall 2010 and ongoing
> Desired Outcome: By the end of FY2016, retention and completion rates and other measures of success for minority students will increase by 15% (as referenced to FY2013 baseline data).

Status: In fall 2010, the CARE Team (Crisis Assessment Response and Evaluation) was established. The role of what began as a behavior intervention team has been expanded to address any patterns of behavior that are likely to jeopardize an individual student's ability to achieve success. Such behaviors include excessive absence from class, tardiness, failure to submit assignments in a timely manner, lack of attentiveness in class, etc. These behaviors can be brought to the CARE Team's attention by faculty, staff, or administrators. The CARE team is functioning well and has been expanded to include a representative from the Advising and Academic Student Success Center (AASC). Members of the CARE team include representatives from the following areas: Dean of Student Life, Residence Life, Counseling, Health Services, Security, and the AASC. The group meets weekly (or more often if needed) to address concerns forwarded to the group from the campus community regarding any behaviors that put a student at risk.

Strategy 2: Create and implement a program to improve retention among minority athletes. If this pilot program is successful, extend it to include all minority students.
Responsibility: Dean of Student Life
Timeline: Fall 2012 and ongoing
Desired Outcome: By the end of FY2016, retention and completion rates and other measures of success for minority students will increase by 15% (as referenced to FY2013 baseline data).

Status: A special retention program for minority athletes was initially developed in fall 2011 and has undergone various refinements since then. Student-athletes who are identified as having major academic concerns or student-athletes who are at risk of becoming ineligible and not making timely progress toward graduation are required to follow an academic success plan. At-risk student athletes are identified as follows:

- *Those with major eligibility concerns*
- *Those who are on probation and face the possibility of being suspended or dismissed*
- *Those who are admitted with special circumstances*
- *Those who are otherwise considered at-risk based on the professional judgments of the Athletic Academic Counselors, Coaches, or the Athletic Director*

Strategy 3: Establish an Advising and Academic Success Center to provide a comprehensive program of advising, counseling, tutoring and other academic support services.
Responsibility: Dean of Student Life, Director of Advising and Academic Success
Timeline: spring 2012 and ongoing
Desired Outcome: By the end of FY2016, retention and completion rates and other measures of success for minority students will increase by 15% (as referenced to FY2013 baseline data).

Status: The Advising and Academic Success Center (AASC) opened in September 2012. The Center works mainly with new students (i.e., students who have completed less than 12 credits of college-level course work), developmental students, and students who are in academic difficulty. Counseling and tutoring/academic support services are available to all students through the AASC in addition to academic, career and transfer advising. Establishment of the AASC has greatly enhanced the College's ability to implement a more effective early intervention program.

Strategy 4: Revise all developmental math and English courses with the goal of making them more effective with respect to achieving the desired student learning outcomes and improving student success rates.
Responsibility: Dean of Instruction, Director of Math, Science, and Teacher Education, Director of Humanities and Social Sciences
Timeline: fall 2011 – spring 2012 and ongoing
Desired Outcome: By the end of FY2016, retention and completion rates and other measures of success for minority students will increase by 15% (as referenced to FY2013 baseline data).

Status: Garrett College implemented a new developmental math curriculum in fall 2010 and a new developmental English curriculum in fall 2011. However, the six-credit hour format upon which these courses were based proved to be problematic for several reasons. As a result, a further redesign of the College's developmental English and math was undertaken during academic year 2011-2012, using a four-credit lecture/lab format. The new curricula were implemented in fall 2012; however, the College continues to make minor adjustments. The effectiveness of these courses is currently being evaluated.

Goal 2:   Develop and regularly assess diversity learning outcomes.

   Strategy: Identify a common set of diversity learning outcomes for all "Identity and Difference" courses and develop and implement a process for assessing them.
   .   Responsibility: Dean of Instructional and Institutional Effectiveness
   Timeline: Spring 2014 and ongoing
   Desired Outcome: Among students completing Identity and Difference courses, 75% will be able to demonstrate mastery of one or more diversity learning outcomes.

   Status*: A common set of diversity learning outcomes for all "Identity and Difference" courses has been identified. In order to be classified as meeting the Identity and Difference requirement, a course must address one or more of the following student learning outcomes:*

   1. *Students will be able to demonstrate an understanding of the social, racial, ethnic, cultural, and religious complexities of cultures inside and/or outside the United States.*
   2. *Students will be able to describe methods of functioning effectively in a complex global society comprised of diverse cultures and beliefs.*
   3. *Students will be able to demonstrate an understanding of issues of gender, including gender stereotypes, gender oppression, gender bias, and sexual orientation, inside and/or outside the United States.*

   Determination of how these outcomes will be assessed will occur in fall 2014 along with any necessary curricular adjustments. Regular assessment of diversity learning outcomes will begin in spring 2015.

Goal 3:   Conduct training to heighten faculty and staff's awareness of cultural and ethnic differences and to how best to respond to those differences.

   Strategy 1: Conduct periodic faculty and staff training aimed at improving awareness of cultural and ethnic differences and to provide guidance on how to respond to such differences, including how to communicate more effectively when dealing with minorities and how to respond appropriately when dealing with problem situations.
   Responsibility: Vice President for Instruction and Student Learning, Dean of Student Life, Area Deans, Director of Human Resources
   Timeline: spring 2013 and ongoing

Desired Outcome: Faculty and staff will be aware of the particular challenges facing minority students and will devise strategies for helping them to overcome such challenges.

Status: The College's initial plan to hold large scale annual diversity training events proved to be unworkable, due to a variety of factors. A more incremental approach involving smaller units and dealing with specific diversity issues has proven to be more workable and effective. For example, a panel discussion involving faculty and Black/African American students was very effective in highlighting differences in perceptions and perspectives between the two groups. Moreover, development of cultural awareness and cultural competency for all personnel is being considered more broadly within the context of the College's academic and strategic planning processes, and cultural awareness has become central to our focus on college completion, student success, and enrollment management.

The College has established the Committee for Teaching and Learning and charged it with responsibility for planning and organizing professional development activities for the campus community as well as specific departments within the college. This committee will be planning several activities related to cultural diversity. For example, the annual operating plan for the academic division calls for at least two faculty professional development activities to be conducted that are designed to help faculty gain a better understanding of the challenges facing minority students and how they can help those students to achieve greater success.

Strategy 2: Encourage more faculty and staff participation in on-campus presentations, events, and activities focusing on other cultures.
Responsibility: Vice President for Instruction and Student Learning, Area Deans
Timeline: FY2011 and ongoing
Desired Outcome: Faculty and staff will be aware of the particular challenges facing minority students and will devise strategies for helping them to overcome such challenges.

Status: Presentations dealing with Women's History and Black History have become regular events. The College's "Joan Crawford Lecture Series" which extends throughout the academic year typically schedules several presentations focusing on topics relating to multiculturalism and diversity.

Goal 4: **Increase minority representation among faculty and professional staff through targeted recruitment.**

    Strategy: Advertise faculty and professional staff openings in minority publications.
    Responsibility: Director of Human Resources
    Timeline: FY2012 and on-going
    Desired Outcome: Diversity among College employees will increase by 1% each year of the [strategic] planning cycle.

    Status: The College's FY2014-FY2016 Strategic Plan calls for targeted recruiting of minority faculty and professional staff where appropriate in order to achieve more diversity. Particular attention is being given to recruiting Black/African American faculty and staff. For example, the College recently advertised in the Diversity in Higher Ed magazine for two faculty positions (Assistant Professor of Computer Science and Assistant Professor of Electrical Engineering) and also for the Vice President for Instruction and Student Learning. The College was successful in hiring a Black/African American Vice President for Instruction and Student Learning and a Black/African American candidate was among the finalists for the engineering faculty position.

    For some time, there has been limited hiring opportunities due to relatively low turnover among the College's faculty and professional staff; however, a considerable number of faculty and administrative and professional staff positions are likely to be vacated within the next five-ten years given that a significant number of the College's faculty and professional staff are at or approaching retirement age. This situation should provide the College with additional opportunities to potentially increase the percentage of qualified minority faculty and professional staff.

III. RECRUITMENT OF NUMERICALLY UNDERREPRESENTED STUDENTS, FACULTY, AND STAFF

The College believes in the importance of making its educational and employment opportunities accessible to minorities. Since Garrett County's population is about 98% white, the College has had look to other geographic areas in order to recruit minority students, faculty, and staff. Garrett College takes pride in the percentage of minorities within its student population. In fall 2013, minority student enrollment reached a record high of 30%, which far exceeds the representation of minorities within the College's

service area (minorities who are 18 or older currently account for only 2% of Garrett County's total population), and is a 5% increase from fall 2012.   Historically, the College's minority population has consisted predominantly of student athletes, but this is no longer the case.   Student athletes now account for only about 20% of the College's minority population. At present, international students account for less than one percent of the College's overall student population, most of whom are student athletes.

The College will seek to maintain a minority population of at least 20% of its total student population. This goal should be fairly easy to accomplish given recent trends. The College will focus most of its efforts on improving minority students' retention and completion rates which tend to lag behind those of the College's overall student population, especially for Black/African American students, as was discussed earlier in this document.

Historically, Garrett College has struggled with respect to increasing minority representation among its faculty and staff. There have been several reasons for this. Garrett County is rural, relatively isolated, and sparsely populated with an overwhelmingly white population, an environment that – to date – has not been particularly attractive to many minority applicants. In its recent postings for open positions (to cast a wider net for applicants), the College made a deliberate change to highlight the benefits of living in Garrett County, in addition to outlining the positives of serving Garrett College. The additional struggle facing the College is that it also employs a relatively small number of professional staff and an even smaller number of full-time faculty, with turnover being low, especially among the full-time faculty, thereby severely limiting the number of hiring opportunities. Moreover, consistently tight budgets have hampered the College's ability to offer competitive salaries. Taken together, these factors have posed a significant challenge to the College's ability to recruit and retain minority faculty and professional staff.   Nevertheless, as part of the College's Strategic Plan, the College continues to move forward with efforts to address this most important issue.

While the percentages of minorities among Garrett College's full-time faculty and professional staff currently exceed the representation of minorities within its service area, they actually represent only a few individuals, due to the Garrett's small size. For example, the College's moderately high percentage of minority faculty (9.1%) is the result of having two minority faculty members among its full-time faculty of twenty-two. Minorities account for 3.8% of the College's full-time administrative and professional staff (fall 2013 data).

Despite the aforementioned challenges, Garrett College is committed to increasing the minority representation among its full-time faculty and professional staff and has recently made some significant progress in this respect, due in part to a targeted recruiting effort. The College has been particularly interested in increasing the number of Black/African Americans on its faculty and professional staff as there are currently no Black/African Americans on the faculty and only one Black/African American professional staff member, despite the fact that Black/African Americans comprise 22% of the College's student population (fall 2013 data). This summer, out of a total of seven new hires, two have been Black/African American (28.6%). The College's new Vice President for Instruction and Student Learning is Black/African American, as is the new Assistant Coordinator of Residence Life. A combination of targeted recruiting and an expected increase in the number of hiring opportunities may help the College to make further progress toward achieving its diversity hiring goals. Over the next five years, the College hopes to add at least two new faculty positions; it also anticipates an increased number of position openings due to the fact that several full-time faculty and a significant number of professional staff are near or at retirement age.

IV. INITIATIVES TO INCREASE CULTURAL AWARENESS AMONG STUDENTS, FACULTY, AND STAFF

General Education Program

The development of a cultural and global perspective is one of the goals of Garrett College's general education program. The College defines "cultural and global perspective" as the "awareness of global issues and an appreciation of cultural dynamics through different disciplines." The College initially sought to achieve this goal by offering a program of multi-culturally focused co-curricular events and activities. However, in FY2008, the faculty recommended that diversity be incorporated as part of the required general education curriculum. Diversity and multi-cultural content and activities have been integrated into the curricula of selected general education courses. All students must complete (with at least a "C" grade) one of these "Identity and Difference" courses in order to graduate. The selection of "Identity and Difference" courses ranges across several disciplines including geography, history, psychology, philosophy, and sociology. A common set of diversity learning outcomes has been developed, and these will be implemented and assessed, beginning in AY2014-15.

Global Education Program

The Global Education Program was initially established for the purpose of offsetting the insularity of life in Garrett College's rural service region. It was intended to not only benefit Garrett's students by exposing them to other cultures, but the wider community as well. This program initially provided full scholarships to students from the Baltic nations, with whom a former Garrett College president had special ties, and later to students from the Republic of South Africa. The program was subsequently expanded to recruit students from other countries, although full scholarships are no longer awarded. (Qualifying international students are currently eligible to receive scholarship aid of up to $3,000 annually, up to a total of 10 students, i.e., $30,000). The College's largest international student enrollment to date occurred in fall 2007, when 20 students representing 16 different countries were enrolled. International student enrollment has generally declined since then (fall 2008, 16 students; fall 2009, 12 students; fall 2010, 10 students; fall 2011, 7 students; fall 2012, 11 students; fall 2013, 10 students). This decline in enrollment is at least partially attributable to the reduction in the amount of scholarship aid available to international students. The College hopes to reverse this downward trend, but it is not currently in a financial position where it can commit the resources needed to launch an aggressive international recruitment campaign.

Campus Climate

Over the last 25 years or more, the administration of Garrett College, with the aid of the campus community, has worked to create an environment where diversity is not only accepted but valued and actively supported. For example, one of the College's legacy documents is "Characteristics of Excellence at Garrett College." This document sets forth standards of performance and behavior for faculty, staff, and administrators as well as students.   Faculty are expected to treat students fairly and equitably based on their merit and performance and without regard to factors such as race, religion, and gender; expectations for administrators and staff are similar. On a survey conducted during the College's 2008 self-study, 90% of the faculty, staff, and administrators who responded agreed or strongly agreed that Garrett College is committed to a climate that fosters respect among students, faculty, staff, and administrators from a range of backgrounds, ideas, and perspectives.   A majority of the College's employees believe that it demonstrates and encourages a climate of diversity, as has been borne out on various employee surveys.

However, while there is ample evidence to show that Garrett College's faculty and staff value and support diversity, some cultural and ethnic differences are not always

recognized or fully understood, nor do faculty and staff always know how to respond to such differences.   This has become more apparent with the significant growth in the College's minority student population.   Activities and training designed to heighten the faculty and staff's awareness of cultural differences may help them to communicate more effectively when dealing with minorities and to respond appropriately when dealing with problematic situations. The College has already conducted some smaller scale activities with this aim in mind and plans to expand its program of diversity training activities, incorporating them as part of an ongoing program of professional development.

Concomitantly, Garrett College is fully committed to fostering an environment that not only embraces and celebrates cultural diversity, but one that ensures that all students are made to feel welcome and supported towards their journey of academic success. In addition, the College recognizes that it must and will provide faculty and staff with opportunities for ongoing training, informational sessions and open forums with minority students to aid them in their day-to-day service in retaining and helping students achieve success.

V. PROCCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

The occurrence of hate crimes can be detrimental to the College's goal of achieving student satisfaction and success. Garrett College values its sense of community and expects students and employees to abide by specific regulations that dictate appropriate behavior. Any evidence of prejudice based on religion, sexual orientation, gender, disability, or ethnicity/ national origin can be viewed as a hate crime. The process for reporting crime statistics on a college campus is defined under Title 10, Subtitle 3 of the Criminal Law Article and is 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. The Campus Crime Statistics Act mandates the manner in which statistics are to be collected and the format in which they are to be published. Since the implementation of the Jeanne Clery Disclosure Act, Garrett College has had no reportable incidents of any hate crimes.

The Office of Safety and Security investigates all reported incidents occurring on the Garrett College campus. Incidents that occur off campus are referred to the local law enforcement agency for that jurisdiction. Campus Security guards will assist victims of crimes occurring in other jurisdictions to the limit allowed by law. In cooperation with other law enforcement agencies, reports generated by the Campus Safety and Security

office are usually available to those persons who are directly involved in the incident, including other law enforcement agencies or when mandated by law. All reported information, police reports and files remain confidential and secure. Names of suspects, victims and/or witnesses are not released unless approved by the proper college authorities.

Students who feel that they have been victims of a hate crime should register a complaint with the Office of Safety and Security, who will investigate the allegation and, if warranted, will report it to the proper authorities, either within the College or the local law enforcement agency, depending upon the circumstances. Action will be taken when necessary against any individual responsible for a hate crime. Disciplinary action may be taken by the College according to the Student Code of Conduct, or criminal action may be taken by the local law enforcement agency, depending upon the severity of the incident.

HAGERSTOWN COMMUNITY COLLEGE

CULTURAL DIVERSITY PLAN

August 25, 2014

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. 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 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 as evidenced with Education Article 11-406, passed by the Maryland General Assembly in 2008, which requires all institutions of higher education in the state to develop cultural diversity programs on campus.

The College's Mission, Vision, Values and Diversity 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.

Hagerstown Community College 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 2013 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 15.6 percent of the population. HCC's minority enrollment in Fall 2013 exceeded the county's minority population by 6.5 percent.

 The largest minority group in Washington County is that of blacks or African Americans increased, which accounts for over 10 percent of the total population, and HCC's enrollment was over one percent higher. When the Hispanic ethnicity is added, the total minority population increases to 18.7 percent. The number of Hispanic residents grew by 24 percent from 2012 to 2013, making it the fastest growing ethnic population in Washington County. The U.S. Census Bureau's 2013 estimates of population by race for Washington County follows in Table 1.

Table 1

Washington County Population by Race/Ethnicity

Race	Washington County	
Population*	149,738	
White	127,449	85.2%
Black or African American	15,557	10.4%
Two or More Races	3,740	2.5%
Asian	2,393	1.6%
American Indian and Alaska Native	449	0.3%
Native Hawaiian and Other Pacific Islander	150	0.1%
% Non-white (excludes Hispanics)	**22,289**	**14.9%**
Hispanic (of any race)	5,684	3.8%

*2013 MD Populations Estimates, U.S. Census Bureau

STRATEGIC PLANNING

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.

Hagerstown Community College is an inclusive college community that respects and values diversity. Originally written in 2004, HCC's 2012 Strategic Plan incorporated strategic goals and action plans for a diverse student body and workforce. The 2012 Strategic Plan addressed 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. The strategic goals of 2012, and now the 2018 Strategic Plan, align with each major area of the College, thereby facilitating the involvement of all units in shaping the strategic future. In doing so, HCC continues to improve its planning/evaluation model and bring about positive change. Bulleted below each relevant goal are updates regarding progress with impact on cultural diversity made over the multiple years of the plan.

2012 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

2012 Strategic Goal 3 - Maintain Proactive Enrollment Management, Student Support Services, and Marketing Strategies

- Growth of dual enrollment programs
- 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
- Disability Services Office created in FY08
- Gains in minority student enrollments from 12.0 percent in fall 2006 to 21.2 percent in fall 2012, exceeding the minority population of 15.6 percent in the county (2013 MD Population estimates, U.S. Census Bureau)
- Implemented the STEMM Middle College
- 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
- Two case management programs - TRiO Student 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

2012 Strategic Goal 6 - Improve Human Resource Development Systems

- Administrator and staff annual performance review process refined to integrate institutional priorities and strategic goals, 2011
- 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 2013)

2012 Strategic Goal 8 - Expand Community Services and Strategic Partnerships and Alliances

- Established Development and Adult Literacy Services Division (DEALS) in 2006
- Adult Basic Education function transferred from Washington County Public Schools in 2008 to HCC
- 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

2018 Strategic Plan:

HCC's 2018 Strategic Plan 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. 2018 incorporates goals and action plans for

multiculturalism, a diverse student body and workforce (Strategic goals 2, 3, 4, and 6). *The College, through its 2018 Strategic Plan, dovetails and addresses the importance of diversity and multiculturalism by establishing specific goals, objectives and action plans.*

The 2018 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
2.10   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

2.10c   Develop the common outcomes and assessment tools for the diversity category of general education

2.10d   Determine the courses that meet the outcomes for the diversity category of general education

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

3.2a   Monitor enrollment trends and develop recruitment strategies to address enrollment needs of veterans, for low-enrolled programs, STEMM curricula, and performing and visual arts programs

3.2d   Develop strategies to continue the growth of minority student enrollments

3.2e   Develop and maintain ESL curricula in ABE, developmental, and college-level courses

3.2g   Improve the yield rates from admitted to enrolled students to 58% overall, 55% minority and 60% for recent high school graduates

3.2i   Building on the Upward Bound grant initiative, strengthen student advising relationships with the Washington County and Franklin County schools, particularly middle and high school guidance counselors, as well as faculty

3.2l   Provide financial literacy as part of loan counseling and present workshops to selected student groups

3.2o   Track enrollment, use of specific services (Admissions, Advising, VA benefits, Financial Aid, DSS, Student Activities) and market penetration of in-county military veterans

3.2r   Partner with local and regional veterans' organizations to encourage use of credits and benefits earned while in service to complete associate's degree

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

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

6.1b   Continue recruitment visitations to historically black institutions

6.1c   Incorporate Hispanic culture and language into the College's professional development program

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

6.5   Maintain human resources policies and procedures that meet legal requirements and communicate with employees any changes, deletions, additions or revisions

6.5b   Audit approved policies and procedures to ensure the language is compliant with current federal and state mandates

FOSTERING A DIVERSE STUDENT BODY

Enrollment

The College's minority student enrollment in FY 2013 was 24.1 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (15.6 percent). Unduplicated minority student enrollments grew by 147 percent from FY 06 (625) to FY 13 (1,546). African American students, the largest minority group on campus, comprised 11.4 percent of all FY 13 enrollments. Additionally, Hispanics comprised 4.8 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 2018 Strategic Plan goals.

Table 2 depicts unduplicated headcount enrollment in credit programs by race and ethnicity for FY 2005 through FY 2013.

Table 2
Unduplicated Enrollment by Race, FY 2006 – FY 2013

HAGERSTOWN COMMUNITY COLLEGE									
Fiscal Year Unduplicated Credit Enrollment by Race									
Characteristic		FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	%Minority Growth FY 06 to FY 13
Race	Unknown*	40	62	73	98	113	122	95	92	130%
	Black	399	421	460	529	640	755	799	808	103%
	Indian	21	22	24	30	38	35	35	30	43%
	Asian	86	77	102	107	144	143	151	146	70%
	Hawaiian/Pacific Islander						4	11	13	
	Hispanic	119	144	144	178	220	292	312	342	187%
	White	4,463	4,453	4,631	4,837	5,237	5,324	5,407	5,435	22%
	Multi-Race**						92	162	207	
	Other*	120	85	97	122	131	83	52	28	-77%
	Total Headcount	5,248	5,264	5,531	5,901	6,523	6,850	7,024	7,101	35%
Total Minority Students*		625	664	730	844	1,042	1,321	1,470	1,546	147%
Minority % of Credit Students*		12.00%	12.76%	13.37%	14.50%	16.26%	19.63%	21.21%	22.10%	24.10%

*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 13, there was an increase of almost 58 percent in the unduplicated number of students

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receiving any type of financial aid (Table 3). During that same period, the numbers of minority students receiving assistance more than doubled from 453 to 960 respectively.

Table 3
Unduplicated Financial Aid Recipients
FY 09 – FY 13

	HAGERSTOWN COMMUNITY COLLEGE														
	Unduplicated Students Receiving Financial Aid as reported on the MHEC Financial Aid Information System (FAIS) Report														
	Fiscal Years 2009 through 2013														
	FY 09			FY 10			FY 11			FY 12			FY 13		
Race	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	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%	808	609	75.4%
Native American	30	11	36.7%	38	17	44.7%	35	24	68.6%	35	28	80.0%	30	20	66.7%
Asian	107	34	31.8%	144	46	31.9%	143	57	39.9%	151	51	33.8%	146	64	43.8%
Hispanic	178	84	47.2%	220	124	56.4%	292	180	61.6%	312	178	57.1%	342	196	57.3%
Hawaiian/PI*							4	-	0.0%	11	-	0.0%	13	6	46.2%
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%	5,435	3,007	55.3%
Multi-Race*							92	54	58.7%	162	89	54.9%	207	128	61.8%
Other/Unknown	220	61	27.7%	244	71	29.1%	205	62	30.2%	147	78	53.1%	120	65	54.2%
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%	7,101	4,095	57.7%
% of All Students Receiving Financial Aid Who Were Minority:**		18.4%			20.7%			23.8%			24.1%			25.4%	

*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.

Office of Planning and Institutional Effectiveness, 6/18/14

source: MHEC FAIS Reports, FY 09-13

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 2013, 31 percent (111 students) in the JTSR program were minority. The TRiO Student Support Services program, which is completing its fourth year at HCC, provides case management and supports to students who are first generation, low income, and/or have disabilities.   Of 183 participants, 39 percent (71 students) in the TRiO program were minority, which was a four percent increase over the previous year.

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. 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.

      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 equal access and equal treatment for all applicants. Position vacancies are advertised through minority resources such as <u>Minority Resources Edition of Equal Employment & Civil Rights Journal</u> and <u>National Minority Update,</u> 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 2013 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 2013, there were four minorities who are full-time faculty, compared to one in Fall 2008. Overall, 7.1

percent of all regular employees in Fall 2013 were minorities compared to 3.0 percent in Fall 2008.

Table 4
Full-Time and Part-Time Employees by Occupation and Race
Fall 2013

Employees by Occupation/Race as Reported on the MHEC Employee Data System (EDS) Report			
		Fall 2013	
Occupation	**Race/Ethnicity**	**Full-Time**	**Part-Time**
Management	Unknown	2	0
	Black	3	0
	Hispanic	1	0
	White	32	1
	Total	38	1
Business and Financial Operations	Asian	1	0
	Hispanic	0	0
	White	11	1
	Total	12	1
Computer, Engineering and Science	Unknown	1	
	White	16	1
	Total	17	1
Community Service, Legal, Arts and Media	Unknown	0	3
	American Indian	0	1
	Asian	0	1
	Black	1	0
	White	17	12
	Total	18	17
Instruction	Unknown	3	32
	Asian	0	2
	American Indian	0	1
	Black	2	1
	Hispanic	1	2
	Multi-Race	1	0
	White	77	143
	Total	84	181
Public Service/Non-Credit	Unknown	0	3
	American Indian	0	1
	Black	0	1
	White	0	47
	Total	0	52
Librarians/Library Technicians	Asian	0	0
	White	3	0
	Total	3	0

Table 4
Continued

Employees by Occupation/Race as Reported on the MHEC Employee Data System (EDS) Report			
Occupation	**Race/Ethnicity**	**Fall 2013**	
		Full-Time	**Part-Time**
Other Teachers and Instructional Support Staff	Unknown	2	0
	American Indian	0	0
	Asian	1	0
	Black	0	3
	White	30	11
	Total	33	14
Healthcare Practitioners and Technical Occupations	White	0	1
	Total	0	1
Service Occupations	Unknown	0	2
	Black	4	2
	White	31	10
	Total	35	14
Sales and Related Occupations	Hispanic	1	0
	White	2	0
	Total	3	0
Office and Administrative Support	Unknown	0	1
	American Indian	2	0
	Black	3	0
	White	42	13
	Total	47	14
Natural Resources, Construction and Maintenance	Unknown	1	0
	White	8	1
	Total	9	1
Production, Transportation and Material Moving	Unknown	0	1
	White	2	1
	Total	2	2
Total Employees (as of 11/1/13)		301	299

The College's applicant assessment and interview procedures allow the 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 HRD 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

HAGERSTOWN COMMUNITY COLLEGE
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 in 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 of 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, 2010 - 2012

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

Hate Crimes	Race			Gender			Religion			Sexual Orientation			Ethnicity			Disability		
	'10	'11	'12	'10	'11	'12	'10	'11	'12	'10	'11	'12	'10	'11	'12	'10	'11	'12
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.

Progress Report on the *Plan for a Program of Cultural Diversity*
Submitted to the Maryland Higher Education Commission
HARFORD COMMUNITY COLLEGE
July 29, 2014

The Harford Community College Board of Trustees approved the *2013-2015 Harford Community College Plan for a Program of Cultural Diversity* at its meeting on May 14, 2013. This progress report is submitted as required by Education Article, §11–406.

<u>**A summary of the institution's plan to improve cultural diversity**</u>

Harford Community College (HCC) has a history of promoting diversity and creating an environment that is open and inclusive to students and employees. The College's 2013-2017 Strategic Plan includes the value of diversity (We embrace differences, respect intellectual and academic freedom, promote critical discourse, and encourage socio-cultural and global awareness) and objectives that relate to diversity (1. Eradicate attainment gaps based on income, race, gender and ethnicity, and 2. Recruit and retain highly, qualified employees).

The *2013-2015 Cultural Diversity Plan* aligned its goals and initiatives to address the diversity specific objectives of the College's Strategic Plan. A Cultural Diversity Committee, with representatives from all campus councils, began in fall 2012 and continues its work to further the campus's diversity efforts. The Committee developed four strategies to address the goal: *Eradicate attainment gaps based on income, race, gender and ethnicity*. The strategies and the progress to date follow.

Strategy 1: Implement a survey to students to assess current level of diversity awareness.
An internally developed survey was distributed via a posting on OwlNet, (web portal for students) and 1121 (18%) responses were received. Survey results indicate overall satisfaction with the climate at HCC. Students rated 4.55 on 5.00 scale for the item, "HCC seems like a welcoming environment for people of all races and backgrounds" and 4.24 out of 5.00 on the item, "I feel comfortable expressing my racial and/or cultural identity at HCC." On the item, "At HCC, I know where to go to discuss issues of exclusion or bias" students rated 3.44 out of 5.00. This is an area for the committee to review to determine if more communication or outreach to students is needed. Survey results will be shared with the campus community through open forums.

Strategy 2: Review best practices and develop a plan to meet the needs of Latino students.
This will be addressed in the upcoming year.

Strategy 3: Review current services provided to African American students and make recommendations for change. A sub-committee of the Cultural Diversity Committee met with representatives from Student Affairs and Academic Affairs to discuss HCC's current efforts. Members reviewed best practices at other colleges, attended the Males of Color Summit, and reviewed literature such as the "Aspirations to Achievement: Men of Color and Community Colleges" report produced in 2014 by the Center for Community College Student Engagement.

Based on models at other colleges and a culmination of efforts, "My College Success Network" was established at the College. The details of this effort will be discussed later.

Strategy 4: Review cultural diversity course requirement. A faculty task force submitted a report with recommended changes. However, nothing definitive has been decided upon at this point. This goal will continue through 2015.

The Committee developed four strategies to address the goal: *Recruit and retain highly qualified, diverse employees*. The strategies and progress to date follow.

Strategy 1: Implement a survey to employees to assess current level of cultural diversity awareness. An internally developed survey was distributed to employees via email accounts and a posting on OwlNet; 326 (35%) responses were received. Survey results indicate overall satisfaction with the climate at HCC. Employees rated 4.31 on 5.00 scale for the item, "HCC seems like a welcoming environment for people of all races and backgrounds" and 4.19 out of 5.00 on the item, "I feel comfortable expressing my racial and/or cultural identity at HCC." Survey results will be shared with the campus community through open forums.

Strategy 2: Based on results of the survey, develop a training program to address the identified educational gaps. This will be discussed further in the next year. Initial discussions with Academic Affairs leadership team and faculty members of the professional development committee indicate that an area to be explored is culturally relevant and/or inclusive classrooms. Employee comments on the survey support the continuation of cultural diversity awareness programs. Programs addressing the attainment gap will be presented during fall 2014 and spring 2015 faculty professional development. On the agenda for the fall sessions is a plenary panel discussion including faculty, staff, and administrators as well as breakout sessions on the topic of the attainment gap.

Strategy 3: Include diversity awareness information as part of new employee orientation. As part of new employee orientation, the College's values are reviewed and the Human Resources staff notes the emphasis the College places on diversity, including hiring diverse candidates and creating an environment which is welcoming to all students and employees. Additionally, full and part-time employees are required to complete biennial Workplace Harassment Training, which addresses sensitivities that diverse populations present. The Director for Human Resources and Employee Development serves on the Cultural Diversity Committee. However, due to staffing changes in the Human Resources Office, more efforts in this area will be a focus for the upcoming year. As a way to increase employee attendance at programs offered by other campus departments, Marketing will promote the programs and they will be posted on the campus-wide training calendar.

Strategy 4: Institute practices for search committees to further ensure a commitment to diversity. *The College's Guide for Hiring HCC Employees* provides guidance to search committee chairs that includes, "Generally the committee must include individuals from diverse campus areas and backgrounds in order to provide a variety of perspectives." In addition, staff in the Human Resources office review the search committee membership to assure gender and

ethnic diversity wherever possible, while maintaining relevancy to the search process. This practice provides a more accepting and welcoming atmosphere for diverse applicants.

Efforts to Recruit and Retain Students

The MHEC Performance Accountability Report (PAR) provides the following assessment measure regarding the diversity of the student population at HCC.

	2010	2011	2012	2013
Percent Non-Caucasian Student Enrollment	22%	24%	26%	25%

Comparatively, the percent of non-Caucasian residents in Harford County 18 or older was 20% during this time period. These data indicate that HCC continues to do well in maintaining a racially and ethnically diverse student population as compared to the College's service area of Harford County.

The Admissions Office offers many outreach and recruitment efforts in the public schools and the community to reach targeted populations. The focused efforts for this past year include:
- Planned, designed and implemented first ever ESOL (English for Speakers of Other Languages) campus visit for 30 Harford Technical School students. Purpose of the program was to introduce and promote options for continued education after high school, experience a campus tour, discuss diversity and student programming on HCC's campus; as well as, review college admission requirements and process. Of these 30 students, 5-7 students who had demonstrated high academic/citizenship skills, met individually with the Director of Admissions to explore their high school projects on multiple intelligence and how their experiences will shape their future in college and beyond.
- Served approximately 40 students with IEP's in high school, from 11 Harford County Public Schools (HCPS), with a half-day visit to campus. These students are provided with information about the college enrollment process, opportunities within Continuing Education and Training, information about Disability Support Services, presentations about the differences between high school and college, and personalized campus tours and lunch.
- Promoted and expanded HCC's footprint as the leader in Global Education and representative of diversity in higher education by providing campus representatives at the LASOS Celebration of Cultures Community Event.
- AVID (Advancement via Individual Determination) college preparation and awareness tour. AVID is a program that strives to close the achievement gap by preparing all students for college readiness and success in a global society. Havre de Grace Middle School and Aberdeen Middle School which are member institutions partnered with HCC in order to fulfill the school-wide initiative of creating college-going campuses where all students graduate college-ready. Approximately 80 students from Havre de Grace Middle School were given a campus tour that introduced students to the concept of the college search process, learning in a college environment, and how to access college services.

Educational facilitators and students found the program to be worthwhile and wish to repeat.

- MD Dream Act information, explaining and promoting enrollment opportunities for prospective students who may qualify for the MD Dream Act, was added to the HCC Admissions webpage this year. This addition publically promoted our mission to grant admission to students regardless of citizenship. Maryland Senate Bill 167–also known as the MD Dream Act–provides the opportunity for some undocumented non-U.S. citizens who attended high school in Maryland to receive in-state tuition (in-county or out-of-county tuition rates), when they meet state approved guidelines.

- Piloted Resident Recruiter Program at Edgewood High School (EHS). Admissions representative had regularly scheduled hours at Edgewood High School, allowing unlimited access to recruit and retain an ethnically and racially diverse student body. Admissions staff provided information regarding paying for college, financial aid, admissions and enrollment process, career opportunities, as well as alternative education options for at-risk students attending EHS.

- International Admissions Specialist redesigned website pages to clearly explain and recruit international students to HCC's campus. Our Designated School Official (DSO) created a new International Admissions (F-1) Application Packet providing detailed and easily understood instructions and directions to apply for International Admissions.

The Financial Aid Office (FAO) offers outreach programs to recruit students. The FAO hosts the *You Can Afford College* event in which students and their families receive information and one-on-one assistance to complete the FAFSA. The FAO also collaborates with Department of Social Services to provide financial aid materials to students in foster care. In addition, the FAO assists high school seniors who are members of the Harford County Boys and Girls Clubs to apply for financial aid. Efforts to assist with retention include additional meetings and correspondence to students on financial aid warning and providing additional information via Financial Aid TV to teach students strategies for becoming successful students. A new effort for next year will be a designated staff member to serve as a liaison to the *My College Success Network* and be the direct financial aid contact for students in the Network.

The College strives to maintain a low cost of attendance. For FY 2013, HCC's PAR benchmark was to maintain tuition and fees for full-time attendance at or below 40% of the average cost of full-time attendance at Maryland's four-year institutions. The goal was achieved, as the actual cost to attend HCC was 36.2% of the average cost to attend a Maryland public four-year institution.

The Palmas McGowan Memorial Scholarship was established in 2013. Students who participate in the Rites of Passage (ROP) Mentoring program, a program that provides mentoring and programming to engage students, particularly African American students, are eligible to apply for the $1000 award.

Percentages of students receiving need based Pell Grants.

	Pell Grant Recipients				Percentage of Total		
Year	White	Non-White	Missing	Total	White	Non-White	Missing
2011-2012	1432	928	15	2375	60.29%	39.07%	0.63%
2012-2013	1524	992	19	2535	60.12%	39.13%	0.75%

Pell Grants continue to be awarded to non-white students at a rate slightly higher than the overall population of non-white students. In FY 2012, the non-white headcount student population was 26.5% of overall credit student enrollment while Pell awards were made to 39% of overall Pell Grant recipients. Similarly, for FY 2013, non-white student headcount was 26% of overall credit student enrollment, while Pell awards went to 39% of all students awarded Pell Grants. This is evidence of higher financial need among non-white students.

The MHEC PAR tracks student success, persistence, graduation and transfer rates for all students and for African American students over four years of enrollment. Increases in the rate of improvements from the fall to fall in persistence and graduation for African American students outpace the rate of improvements of all students, indicating some progress in closing the achievement gap.

Successful-Persistor Rate After Four Years of Enrollment for ALL students:
77% of all students continued to succeed and persist after four years from their initial enrollment.

	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort
Percentage of ALL Students Who Graduated, Transferred, or Persisted	76%	78%	78%	77%

Successful-Persistor Rate After Four Years of Enrollment for African American Students:
65% of African American students continued to succeed and persist after four years from their initial enrollment.

	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort
Percentage of African American Students Who Graduated, Transferred, or Persisted	63%	65%	63%	65%

Graduation-Transfer Rate After Four Years of Enrollment for ALL students:
56% of all students graduated and/or transferred after four years from their initial enrollment.

	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort
Percentage of ALL Students Who Graduated and/or Transferred	60%	60%	55%	56%

Graduation-Transfer Rate After Four Years of Enrollment for African American Students:
52% of African American students graduated and/or transferred after four years from their initial enrollment.

	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort
Percentage of African American Students Who Graduated and/or Transferred	52%	52%	44%	52%

These data indicate there have been improvements. However, there are still opportunities to improve student success, persistence, graduation, and transfer rates of minority students.
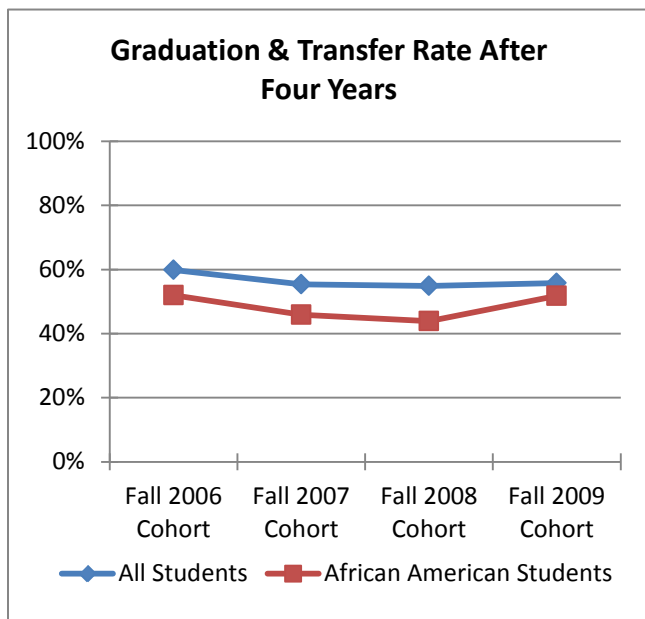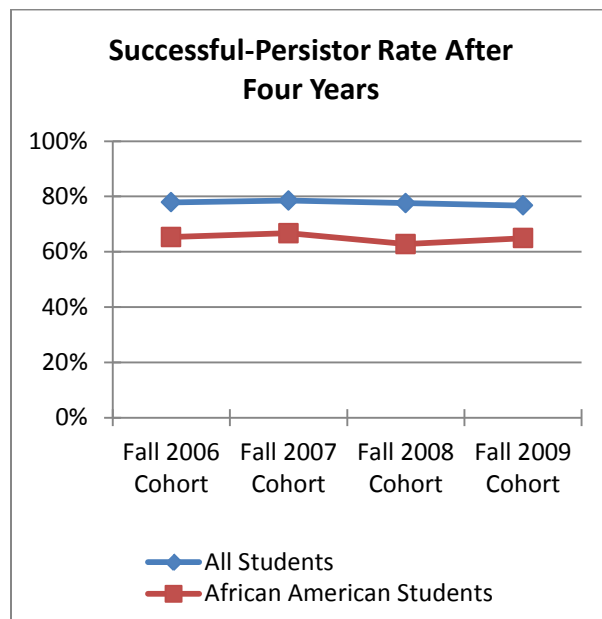
Some of the initiatives in place to address the attainment gap include the following:

The STEM Scholars STEP Up program is one of Harford Community College's First Year Experience activities; it is an academic skills preparation program offered in the summer session. The program is open to incoming and current science, technology, engineering and mathematics majors at Harford Community College who are at risk based on marginal placement scores, poor grades, or withdrawing from courses. This four-week program meets three days per week and offers customized, intense mathematics review; academic skill building (time management, study

skills, information literacy); and science and engineering labs. Students also meet daily with a scientist or engineer to discuss careers and other areas of interest. Students who complete the program are tracked in subsequent semesters for course selection, success, and completion. A review of the data shows that students who complete the STEM Scholars STEP Up program place into higher levels of math than their original placement and they are more successful in the completion of their science and math courses. Students attend from a diverse background in terms of high schools and ethnicities; this year, a third of the enrolled students are students of color. The majority of the students are engineering majors; other majors include computer science, biology, and chemistry.

iPrep Week is a week-long academic review program. Students will have a chance to "warm up" for the fall semester, learn about student services, and take part in faculty-led instructional review sessions in reading, writing and math. At the end of the week, students will have the opportunity to re-take the placement test with the hope of placing into a higher level course and accelerating their progression at the College.

The Rites of Passage (ROP) program, coordinated by a student diversity specialist, provides programs and events to increase cultural awareness and to engage all students, and in particular African American students. In addition to one-on-one guidance and support and networking opportunities the students are matched with a mentor. To assist with the transition to a transfer institution, ROP organizes student trips to other colleges. In 2014, students visited Towson University and University of Maryland-College Park, which are among the top 10 institutions to which African American students transfer. Next year, trips to Morgan State University, University of Maryland Eastern Shore, and Stevenson University will be considered. ROP was assessed during FY 2014 and student feedback led to a few changes to the program that were implemented effective July 2014. Students expressed satisfaction with the cultural programming and events which will continue to be offered. Students expressed an interest in interacting with and learning from peers so there will be a shift from employee mentors to peer mentors. The program has been rebranded as *Soar 2 Success* as part of the larger *My College Success Network*, which will be launched in FY 2015.

My College Success Network is a network of services, events, staff, and faculty geared toward empowering and supporting African American students. The Network will be implemented July 2014 and is designed to address the attainment gap that exists between our African American and Caucasian students, to facilitate the successful progression of students through the transitional course sequence, and to promote degree completion. While the programs are open to all students, African American students who meet specific criteria will be identified and invited to participate. Students who join the Network are encouraged to use the services and support that are appropriate for their individual needs. A critical component of the My College Success Network is three full-time staff members dedicated to working with African American students. A student success advisor will provide career, academic, and transfer planning services to students in all majors. Two full-time academic success coaches will meet bi-weekly with students to establish student success plans, monitor academic progress, and provide cognitive and non-cognitive strategies for success.

Efforts to Recruit and Retain Employees

The MHEC Performance Accountability Report (PAR) contains two indicators that track the percent of minorities of full-time faculty and full-time administrative and professional staff:

Percent of Minorities of the Full-Time Faculty
In 2013, 6.7% of the full-time faculty were members of minority populations.

	2009	2010	2011	2012	2013
Percent of Minorities of the Full-Time Faculty	7.8%	7.3%	7.1%	8.7%	6.7%

Percent of Minorities of the Full-Time Administrative and Professional Staff
In 2013, 14.3% of the full-time administrative and professional staff were members of minority populations.

	2009	2010	2011	2012	2013
Percent of Minorities of the Full-Time Administrative and Professional Staff	12.1%	16.3%	17.4%	16.4%	14.3%

These data indicate there has been a decline in progress with recruiting and retaining minority employees. This provides opportunities to improve the recruitment, development, and retention of diverse employees.

Some of the initiatives in place include the following.

The Human Resources office uses a variety of popular web outlets for advertising position openings, including CareerBuilder.com, HigherEdJobs.com, and the Chronicle of Higher Education. In addition, the College uses targeted advertising both for under-represented groups and field-specific searches. Recent postings were placed on DiverseEducation.com, Journal of Blacks in Higher Education, Student Affairs Administrators in Higher Education, Insight into Diversity, Minority Update, and the National Association of African Americans in Human Resources.

The Assistant Director for Human Resources works with search committees to ensure a diverse pool of candidates and finalists for employment consideration and provides review and oversight for all hiring and promotion decisions to ensure fairness, equity, and commitment to the College's principles of diversity. The percentage of the College's internal promotions filled by non-white employees has fluctuated from 9% in FY 2011, 6% in FY 2012, to 17% in FY 2013 and dropped to 9% FY 2014. Also in FY 2014, 82% of promotions were awarded to women candidates, which was an increase from 69% in FY 2013.

The HR office developed formalized diversity training for all supervisors as part of an overall supervisory training program. The College complies with requirements to complete an annual Affirmative Action Plan.

Specifically regarding hiring and retention of diverse faculty, the College's academic deans use strategies to encourage minority recruitment and hiring which include the use of personal contacts, professional associations and advisory board affiliations, direct advertising at institutions with large minority student enrollments, as well as the use of publications that target minorities. Some academic deans have mentored, advised, and supported minority faculty in their work and hired minority faculty to work with incoming students over the summer to be strong role models.

Deliberate recruitment efforts are used to hire a diverse group of students to work on campus as Orientation Leaders and Rites of Passage Peer Leaders. Students hired varied in age, ethnicity, and high school attended. Student leaders are visible to large numbers of students and the positions provide opportunities for personal growth and leadership development.

Efforts to create positive interactions and cultural awareness

Through the efforts of the Library, Hays-Heighe House, and Office of Student Activities, the College has robust co-curricular programming for students and cultural diversity awareness programs for employees and community members.

The HCC Library and the historic 1808 Hays-Heighe House each develop and deliver educational exhibits/displays and educational programming throughout the year; much of the programming and many exhibits include culturally diverse topics and themes. During FY 2014, there was a strong focus on African American culture in most of these efforts, particularly with the "Faces of Freedom" initiative. With support from a grant and in partnership with other HCC departments and external partners such as the Hosanna School Museum and the Historical Society of Harford County, the Hays-Heighe House planned and implemented the "Faces of Freedom" interpretive exhibition at Hays-Heighe House and planned and delivered educational programs about freedom and emancipation to commemorate the 150th anniversary of the Maryland Constitution of 1864, which ended slavery in Maryland. At all programs, the participants were demographically diverse. Programs included:

- Screening and discussion of the film *The Abolitionists:* February 24, 2014 and February 26, 2014. All film discussions were led by HCC faculty: Wayne Hepler and Chris Kaltenbach.
- Book discussion of *All Different Kinds of Free* and *Prigg v. Pennsylvania*: February 28, 2014, led by Morgan State University professor Deborah Newman Ham.
- Book discussions of *Twelve Years a Slave:* April 1, 2014 and April 11, 2014, led by HCC professor Susan Muaddi-Darraj.
- "Achieving Emancipation: Slavery & Freedom in Maryland during the Civil War:" March 11, 2014, led by HCC professor, Dr. James Karmel.
- Screening and discussion of the film *12 Years a Slave:* March 11, 2014, March 13, 2014, and March 17, 2014.
- Book discussion of *A Regiment of Slaves:* March 18, 2014, led by James Chrismer.
- Screening and discussion of the film *Glory:* April 2, 2014 and April 7, 2014.

- "Seekers of Freedom Eventually Win": April 8, 2014, lecture by educator and local culture bearer Christine Tolbert.
- *Susquehanna to Freedom: The Role of the Susquehanna River in the Underground Railroad:* original play written by Pennsylvania State University – Harrisburg scholar Dorothy E. King, performed twice on April 4, 2014.
- Book discussion of *Goophered Grapevine and other Stories*: April 15, 2014, led by HCC professor Dorothy Miller.
- "Uncle Tom: Exemplar of Freedom:" April 21, 2014, lecture by Michigan State University emeritus professor W. B. Allen.
- Book discussion of *The Souls of Black Folk:* May 9, 2014, led by HCC dean Karry Hathaway

In addition, the Hays-Heighe House hosted a traveling exhibition on the life of the late renowned African American jockey, Isaac Burns Murphy, and an author's luncheon and curator's walk with the exhibit curator, Pellom McDaniels, Ph.D., author of *The Prince of Jockeys: The Life of Isaac Burns Murphy.* Concurrently with the traveling exhibition, the Hays-Heighe House displayed a locally-developed exhibition titled *Beauty in Sport: Celebrating Black Jockeys in Harford County, Maryland, and Beyond.* Hays-Heighe also sponsored several related educational programs.

With the help of volunteer master gardener, Jane Howe, the Hays-Heighe House maintains an "African American Heritage Garden," which is a display garden located in a prominent spot near the Library. Two related educational programs were held in Fall 2013.

The HCC Library partnered with the Harford County Public Library, the Harford County Department of Community Services, and the Hosanna School Museum to host an author's talk by Peggiliene Bartels, author of *King Peggy* – the 2013 selection for the One Maryland One Book statewide program run by the Maryland Humanities Council. The Library also organized a book discussion of *King Peggy*, which was held at the Hays-Heighe House.

Office of Student Activities Programs and Events

The Rites of Passage program offers co-curricular programs and events to increase cultural awareness and to engage all students, in particular African American students. A program highlight this past year was an interdisciplinary program, "Faces of Freedom", which began with an interactive discussion with *Gather at the Table* co-authors Thomas Norman DeWolf (descendant of the largest slave trading dynasty in the United States) and Sharon Leslie Morgan (descendant of the enslaved) and ended with the closing event titled, "Gather at the Banks" led by director and board of the Hosanna School Museum.

Other programs included:

- Nationally known filmmaker and anti-violence advocate Byron Hurt discussing his film Hip Hop Beyond Beats and Rhymes.
- A screening and student and faculty panel discussion of *Generation 'M': Misogyny in Media and Culture* regarding the perverse exploitation of women in American media.

- Students and staff facilitating a screening and discussion of *Bring Your A Game* at the Edgewood Branch of Harford County Public Library. The documentary utilizes the voices of prominent African American men from academia, business, religion, entertainment and other areas to underscore the value of an education.
- A documentary screening and discussion of the *Latino List* highlighted the experiences of the Latino diaspora.

The Office of Student Activities (OSA), in collaboration with the Office of Global Education and Engagement, sponsored a series of events to celebrate International Education week. They included: a South African Gumboots dance class with Lesole's Dance Project; screening and a discussion of the documentary, *"Nelson Mandela's Journey to Freedom"* with Mr. Aluwani Museisi, First Secretary of Socio-Economic and Development from the South African Embassy, who shared personal experiences and provided an update on what is taking place in the country today; honors students viewing and critiquing foreign films, *Wind Journeys, The Intouchables, and Children of Heaven;* and music and dance performances from Greek islands, the Wong People, and Ohana Polynesia.

The Multicultural Student Association (MSA) sponsored a trip to the American Indian Museum in Washington, D.C., to celebrate Native American Heritage month.

Special Cultural Events and Performances

The College offers special events and performances by nationally known artists as well as shows and exhibitions by local artists, students, and faculty members. The programs offered allow members of the community to enjoy fine cultural and artistic opportunities that are normally available only in more urban areas. The College is eager to share these cultural opportunities with all who are interested and keeps admission prices as modest as possible to reach the broader community. Programs relevant to increasing cultural awareness included:

- "Women of Ireland" is an innovative and exciting full stage concert production which showcases the next generation of Ireland's leading female performers. This performance demonstrates the wealth of talent that exists within Ireland's traditions of music, song and dance. Transported from the Irish fireside to the international concert hall platform, the common theme is the presentation of the most revered qualities of Ireland's ethnic music.
- The Golden Dragon Acrobats present Cirque Ziva, a new world-class cirque spectacular that has been thrilling audiences across the United States since its creation in 2011. This fast-paced, technically-innovative performance showcases traditional Chinese acrobats, dance and costumes, ancient and contemporary music and modern theatrical techniques. The renowned acrobats dazzle with amazing feats of athleticism, daring heart-stopping stunts and the grace of their centuries old art form.

Other initiatives supporting the cultural diversity plan

To further diversity awareness and knowledge, all employees in Student Affairs and Institutional Effectiveness will include on their 2014-2015 performance reviews the goal, "attend at least one program, workshop or event, which allows me the opportunity to learn about and/or interact with people who are different from myself in terms of varied abilities, ages, cultures, ethnicities, genders, gender identities, races, religions, sexual orientations, or other differences from my own qualities."

To recognize National Coming Out Day, the OSA sponsored a screening and discussion of the film, *When I Know*.

Disability Support Services Office sponsored *In Their Words* an original play using monologues submitted by HCC students to bring to life the experiences of individuals with disabilities; *Human Trafficking*, a program to raise awareness about human trafficking and vulnerable populations; *What's Love Got to Do With It*?: A program to raise awareness about domestic violence and sexual abuse, its impact on victims, the prevalence of these issues on women, signs to look for, and how to obtain help.

The College partnered with Father Martin's Ashley on the Seasons of Recovery workshop series that is provided free of charge and open to the public. This is an opportunity to reach the community and help recovering addicts and their loved ones. Presenters are experts in their fields and this series provides a valuable educational opportunity for our students and employees.

The Academic Affairs Strategic Plan will focus on eradicating the attainment gap based on income, race, gender, and ethnicity and developing programs to increase student success and promote goal completion. Specifically, the plan will address the achievement gap between African American and Caucasian students. The plan instructs each academic division to formulate for itself at least one goal for the upcoming year addressing the African American achievement gap. Similarly, the plan asks all faculty to incorporate in their yearly goals at least one that addresses the achievement gap of African Americans.

A new diversity course, Health 201 – Human Sexuality, was approved by curriculum committee.

The men's basketball coach initiated a parent/family orientation day for newly enrolled student athletes. The goal of the program is to familiarize players with college operations and expectations in an effort to improve academic success and retention.

Continuing Education and Training offers English as a Second Language (ESL) classes. The ESL instructors provided training sessions for tutors about best practices for supporting ESL students. During the training sessions, tutors learned specific strategies to use when assisting ESL students.

Appendix A

Process for Reporting Campus-Based Hate Crimes

Harford Community College created a process for handling and reporting campus-based hate crimes in 2003, which was updated in March 2009, July 2011, and April 2013. The policy requires the HCC Department of Public Safety to bring the investigative and enforcement elements of the department and local law enforcement into action immediately following any and all reported or observed crimes involving acts of actual or perceived hate. Without exception, special emphasis must be placed on victim assistance and community cooperation in order to reduce victim/community trauma or fear. It should be noted that actions taken by the HCC Department of Public Safety's response to hate crimes are the visible signs of concern and commitment to the community on behalf of the College and the department.

STANDARD OPERATING PROCEDURE

Hate Crime Investigations
*for Racial, Religious, Ethnic, Gender, Sexual Orientation,
and Disability-Related Incidences,* Actual or Perceived

July 25, 2011
Updated April 23, 2013

I.   Policy
Compliance in properly addressing campus crime is a complex issue which involves "institutional responsibility". This responsibility includes a variety of different and diverse individuals, from the president's office down. As a result, it is the policy of the Department of Public Safety to bring the investigative and enforcement elements of our department and local law enforcement into action immediately following any and all reported or observed crimes involving acts of actual or perceived hate. Without exception, special emphasis must be placed on victim assistance and community cooperation in order to reduce victim/community trauma or fear. It should be noted that actions taken by the Department of Public Safety's response to hate crimes are the visible signs of concern and commitment to the community on behalf of the College and the department.

II.   Directives
34 CFR 668.46, promulgated under the Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistics Act and amended by Section 488(e) of the Higher Education Opportunity Act.

III.   Definitions
A hate crime is broadly defined as an act intended to cause harm, or a threatened or attempted act to cause harm, toward a victim based upon the victim's actual or perceived race, religion, ethnicity, gender, sexual orientation, or disability. If an incident appears to be motivated by hate or bias, it is to be investigated thoroughly and promptly in compliance with this policy in order to confirm or deny the allegation that a hate crime occurred.

Before an incident can be classified as a hate crime under Clery reporting, sufficient objective facts and circumstances must be present to lead a reasonable and prudent person to conclude that the offender's actions were motivated, in whole or in part, by the perpetrator's bias. These crimes include any crime which the victim is intentionally selected because of any of the above designations. These crimes can also include larceny-theft, common assault, intimidation, and destruction, damage or vandalism of property and other crimes involving bodily injury.

IV.   Procedures

To achieve a thorough investigation and a sensitive response to the victims and the community, the following procedures shall be followed by Public Safety staff when an officer discovers or is summoned to a hate crime.

A. Respond in a sensitive manner to the feelings and needs of victim(s), and commence the preliminary interview with the victim in private.

B. Promptly secure the area, preserve the crime scene and all available evidence by locking the area down and/or cordoning off with tape.

C. Contact the Chief of Public Safety.

D. If needed, contact 911 to request investigative assistance and crime scene processing by the assigned police agency.

E. Photograph the scene with departmental digital camera.

F. Gather all available pertinent information and witness statements.

G. Follow all applicable directives from Chief of Public Safety.

H. Prepare a complete, clear, concise, and accurate report and ensure it is forwarded to Chief of Public Safety as expeditiously as possible. Keep the initial crime/incident report limited to the reported facts, and place all investigative information in a supplement report only.

I. Post-Incident: Conduct a follow-up inquiry as appropriate and prepare a supplement report containing the additional facts.

J. Chief of Public Safety will ensure copies of reporting will be promptly forwarded to appropriate members of administration to include AVP for Student Development, and VP of Finance and Operations.

K. Chief of Public Safety will work in concert with college administration, the investigating police agency, and the Assistant State's Attorneys Office for appropriate sanctions with the criminal court system.

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Howard Community College

Cultural Diversity Plan Report – August 27, 2014

Howard Community College (HCC) has had a diversity plan in place for over 25 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 annually review and update the diversity plan as appropriate.

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, as amended, when applicable, and all implementing regulations.

<u>**Diversity Committee**</u>
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;
▪ director of student life (ex officio); and
▪ other members as needed to carry out the duties of the committee.

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 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; avoiding discrimination on the basis of race, ethnicity, creed, color, religion, gender, age, national origin, sexual orientation, occupation, veterans status, marital status, genetic information, source of income, gender identity or expression, physical appearance, familial status, physical or mental disability of otherwise qualified individuals, 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; 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.

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 but delegates 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 September 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 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 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; 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, 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.

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

- The offering of a multitude of diversity/culture educational and awareness events for employees and students throughout each year, including films, music, lectures, and discussions, highlighted by an annual "Diversity Week" each spring.
- The requirement that each budgeted staff member and full-time faculty member participate in at least two diversity educational sessions per year.
- The requirement that all employees take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees re-take it every three years.
- The monitoring of recruitment efforts and personnel actions to ensure equal opportunity and non-discrimination;
- Academic options within the interdisciplinary studies major in the subjects of diversity studies and women's studies.
- 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 the Howard County Public School System; 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.

- 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.
- 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.
- 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.

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. 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 throughout the day and evening to meet the needs of employees and students. The week-long program consisted of 22 events reflecting many facets of diversity, such as race, sexual orientation, religion, gender, abilities/disabilities, and mental health issues. Once again, a number of the Diversity Week events were held in the evening to be more accessible to evening students and employees.
- The content of the monthly meetings varies. Some have been facilitated by guest speakers, including one that was a simulation to reflect the challenges that newcomers to a culture may experience. Other meetings included a presentation on specific learning disabilities, reviews of the diversity sub-committees, and an open forum to discuss ideas for 2014-2015.
- Each member of the Diversity Committee is now required to serve as the diversity representative on one search committee each year, after attending a training session covering the legal aspects of interviewing and hiring. A diversity meeting this past fall was

facilitated by a human resources representative to provide the information about serving on search committees.

- At the beginning of each semester, attendance requirements are reviewed with the Diversity Committee members. Those who do not meet this rule towards the end of the year will be notified via a letter of their attendance issues.

While the HCC diversity plan is already very comprehensive, and is enhanced each year, there are some additional improvements that can be explored.

Recommendations for Enhancing HCC's Diversity Plan by May 1, 2015

1) Offer an orientation program to new Diversity Committee members to help them understand the purpose of the committee and their responsibilities as a member. Possibilities for the orientation include an online training, a special introductory session with committee leadership, and/or a shadowing program where new members can accompany experienced members during search committee activities.
2) Explore the possibility of allowing employees who are not current or former members of the Diversity Committee to serve as diversity representatives on search committees, provided that they take the required diversity representative training. This would allow a greater body of diversity representatives to serve on search committees.
3) Increase the offerings of future diversity trainings and workshops. Suggested topics for future expansion include mental health and lesbian, gay, bisexual, and transgender (LGBT).
4) Develop benchmarks for diversity committee activities, such as number of programs offered or number of attendees at diversity programs. Additionally, develop a better method of tracking programs and attendees during the year.
5) Continue to seek out additional meeting times/locations and partnerships for diversity events to accommodate the growing needs of the college. Staff meetings are also a possible time to hold a diversity activity, particularly for smaller offices where coverage may be an issue.

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:

- **STEM Opportunities:** Programs and scholarships that increase opportunities for underrepresented students in the science, technology, engineering, math (STEM) and critical language 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:** As mentioned in the previous bullet, 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. During the new grant cycle (2010-2015), the base grant was flat-funded in 2010 and reduced annually by over 5 percent in subsequent funding years. The college will need to secure additional funding to support increased staffing levels and/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 include students in the younger grades, including upper elementary through the ninth grade. Funds including grant funding to expand this effort would be helpful particularly for youngsters who are first-generation college students, those from low-income homes, foster children, Title I schools, 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 where youngsters 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.

Underrepresented Groups Among Employees

The college has set a strategic goal that 24 percent of its full-time faculty positions and 24 percent of its administrative and professional staff positions be held by minorities.

Towards that end, the college makes every effort to attract minority candidates to its applicant pools for vacant jobs. That is, HCC specifically targets minority groups whenever possible in its recruitment efforts to increase the chances that the best candidate overall for a position will be a minority.

For example, human resources representatives attend a number of job fairs at local colleges with high minority populations, and advertisements are posted on websites that cater to minorities such as *Diverse Issues in Higher Education* and *Hispanics in Higher Ed.* Additionally, in each recruitment effort the human resources office searches for minority associations particular to that profession, such as the National Association of Black Accountants for an accounting position.

The chart below shows the number of minority applicants for vacant positions at the college for the past five years. In each of the years nearly half of applicants who disclosed their race have been minorities.
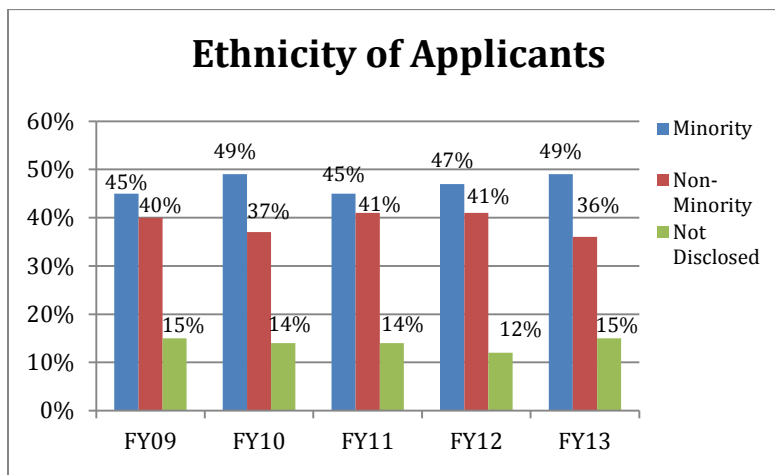
We believe that the effort to reach minority applicants is one of the driving factors behind the college's improvement in its minority percentages in key positions. As shown in the chart on the next page, the percentage of minorities in full-time faculty positions has risen for three straight years and is currently at an all-time high of 23.2 percent. While that does not meet our strategic goal, we have been making good progress in that direction.

Also shown in the chart is that the percentage of minorities in administrative and professional staff positions (as identified by MHEC's Employee Data System data project) is currently at 29.9 percent. This percentage has risen for *four* straight years and is also at an all-time high, well above the 24 percent goal.

Percent of Minority Employees

Bar chart titled "Percent of Minority Employees" showing Faculty (blue), Admin/Prof Staff (red), and Benchmark = 24% (green line) across Fall 2009 to Fall 2013*.

Year	Faculty	Admin/Prof Staff
Fall 2009	22.0%	22.8%
Fall 2010*	20.0%	24.4%
Fall 2011*	20.9%	25.6%
Fall 2012*	22.7%	27.6%
Fall 2013*	23.2%	29.9%

Benchmark = 24%
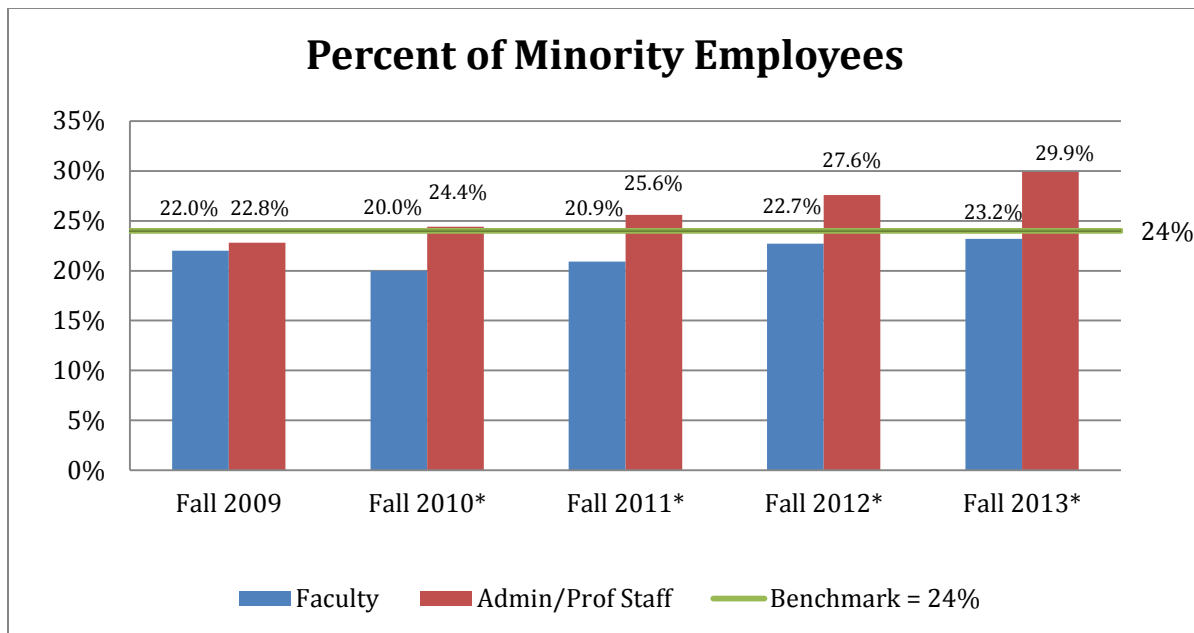
Underrepresented Groups Among Students

The student body at HCC is diverse. For fall 2013:

RACIAL/ETHNIC GROUP	n	%
American Indian/Alaskan Native	28	0.3%
Asian	1,384	14%
Black/African American	2,827	28%
Hispanic/Latino (of any race)	962	9%
Native Hawaiian/Other Pacific Islander	30	0.3%
White	4,394	43%
2 or More Races	404	4%
Unknown	194	2%

As the college examines the progress of those students through the programs, there were some performance gaps. To close those gaps, the college sponsors three initiatives.

1. The **Silas Craft Collegians Program** (SCCP) is a comprehensive academic program launched in FY 2001 specifically designed for recent high school graduates whose past academic performance does not reflect their true potential. The end goal of the program is an associate's degree. A select group of students matriculate through the program together as a learning community, receiving personalized academic and personal development support, mentoring/coaching and peer reinforcement.

Performance metrics include:
Retention: Two Years After Entry
                    Fall 2011 to Fall 2013: first-time SCCP students: 50 percent (n=13/26)
                    Fall 2011 to Fall 2013: all SCCP students: 64.3 percent (n=45/70)
                    Exceeded benchmark of 30.7 percent

Three Years After Entry
>Fall 2010 to Fall 2013: first-time SCCP students: 35.5 percent (n=11/31)
>Fall 2010 to Fall 2013: all SCCP students: 52.4 percent (n=44/84)
>Exceeded benchmark of 15.6 percent

Fall to Spring
>Fall 2013 to Spring 2014: first-time SCCP students: 100 percent (n=31/31)
>Fall 2012 to Spring 2013: all SCCP students: 80.0 percent (n=76/95)
>Exceeded benchmark of 70.3 percent

Graduation and Transfer Rates = 30.7 percent (Exceeded benchmark of 30.2 percent)

2. **Howard P.R.I.D.E.** was established to help close the achievement gap of black males, who are the most "at-risk" population within the institution.

The program began in fall 2012 and is designed to provide student success services to Black male students in an effort to assist participants in maintaining good academic standing (a minimum of 2.0 grade-point average), to complete developmental math requirements, and increase their retention, transfer and graduation rates. Assistance with math, particularly developmental math, is a key component of the program. Another significant offering of the program is mentoring. The program helps students develop leadership and personal skills, such as public speaking and interviewing for a job. The program's Black Male Summit is designed to 1) listen to students as they describe their experiences at HCC; 2) identify obstacles that may stand in the way of Black male student success at the college; 3) implement suggestions for improving HCC services and offerings; and 4) provide an opportunity for students to network. In fall 2013, Howard PRIDE served 65 students.

Performance metrics include:
Retention Rate Benchmark: 90 percent of HCC students who participated in Howard P.R.I.D.E. who were enrolled for fall semester and who returned the following spring semester.
- 91 percent or (59/65) retention rate for 2013-2014

Good Academic Standing Benchmark: 75 percent of students who participated in Howard P.R.I.D.E. will have a fall or spring term GPA of 2.0 or higher.
- 88 percent or (57/65) achieved good academic standing for fall 2013
- 76 percent or (45/59) achieved good academic standing for spring 2014

Success Rate (developmental education math) Benchmark: 60 percent of the students who receive tutoring will earn a "C" or better grade in the course(s) for which they were tutored.
- 71 percent or (17/24) success rate for fall 2013
- 52 percent or (14/27) success rate for spring 2014

For fall 2014, HCC plans to increase program to 100 participants.

3. For fall 2014, the college is also planning to launch an initiative to support **Hispanic** students at the campus.

Efforts Designed to Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus

Cultural Training Programs

- The offering of a multitude of diversity/culture educational and awareness events for employees and students throughout each year, including films, music, lectures, and discussions, highlighted by an annual "Diversity Week" each spring.
- The requirement that each budgeted staff member and full-time faculty member participate in at least two diversity educational sessions per year.
- The requirement that all employees take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees re-take it every three years.

Curricular initiatives

- Academic options are offered within the interdisciplinary studies major in the subjects of diversity studies and women's studies
- 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.

Co-curricular initiatives

- Examples of innovative academic programs include the Silas Craft Collegians Program 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.
- 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.
- Howard P.R.I.D.E. is a leadership program that encourages the continued academic, professional, and personal development of black students.

MONTGOMERY COLLEGE DIVERSITY PLAN

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence

ANNUAL PROGRESS REPORT

September 2014

Montgomery College

endless possibilities

Dr. DeRionne P. Pollard
President

Mr. Reginald Felton
Chair, Board of Trustees

Introduction

As required by §11-406 of the Education Article, this document is the Montgomery College annual progress report of its programs of cultural diversity. The report summarizes institutional progress toward implementing the college's plan for cultural diversity – Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence – Montgomery College Diversity Plan. The plan is a multi-year action plan that the college is implementing over a period of seven years – Fiscal Years 2014 through 2020. On June 24, 2013, the Montgomery College Board of Trustees approved the plan, which was subsequently submitted to MHEC on August 2, 2013.

Consistent with best practice, the plan has a philosophical and operational context for sustainable organizational learning that is informed by evaluation and assessment. A complement to the *Montgomery College 2020* strategic plan five key thematic areas — the plan identifies the College's preferred future for diversity and inclusion 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. Both the Montgomery College 2020 strategic plan and diversity plan thematic areas are: (a) Educational Excellence; (b) Access, Affordability, and Success; (c) Economic Development; (d) Community Engagement; and (e) Assessment and Institutional Effectiveness. Within this context, the plan articulates the College's commitment to achieve diversity and inclusion by identifying 22 proposed strategies and 96 strategic action measures.

Following the Board's approval of the plan in June 2013, a critical next step for the College was to develop an implementation plan. The office of equity and diversity established a Diversity Plan Implementation Steering Committee. The steering committee members were appointed by the president and each senior vice president. Working on behalf of the Senior Administrative Leadership Team (SALT), the charge for the Diversity Plan Implementation Steering Committee was to develop a plan of action for implementing the diversity plan by identifying and prioritizing the proposed strategies and strategic action measures and align them with the organizational priorities that will be the focus for FY 15 and 16 and those that should be reasonably achievable for FY16 - 20. Of the 96 strategic action measures, there is definitive evidence that 88 are currently being implemented.

To ensure intentionality for implementing the plan, each strategic action measure identifies a proposed or documented accountable administrative area(s) of the college for monitoring and evaluating implementation progress and documenting specific evidence of the measure's implementation through activities, programs, reports, processes, and services. In some instances, the accountable administrative area is "each unit within each department," "each hiring supervisor," "each supervisor and manager," "each chair" or "each dean". The college accountability indicator suggests the measure is required for all college units, chairs, deans, hiring supervisors, supervisors/managers and, where applicable, each senior vice presidential area. Finally, each strategic action measure proposes an appropriate accountable senior vice

president implementation stakeholder. In some instances, for each strategic action measure there is one or more specific senior vice president identified as the appropriate implementation stakeholder. In other instances, all of the senior vice presidents are identified as the appropriate accountable implementation stakeholder. In both instances, this suggests that there is a collaborative stakeholder implementation accountability, which is particularized to the respective senior vice presidential area. Finally, to continue strengthening and further advance institutional workforce diversity, the equity and diversity functions will be coupled with human resources. This coupling creates an optimal opportunity to achieve the College's commitment to workforce diversity and to better align the office's mission, operational and functional activities within the College's employment and human resources management unit. This alignment also creates a single point of service for employees seeking assistance.

The following three sections respond to the MHEC requirements for Montgomery College to provide a summary of major goals and strategies for implementing its institutional plan to improve cultural diversity for fiscal years 2013-2014. Each section references a specific thematic area of the diversity plan that best provides examples of activities, initiatives, and programs that demonstrate the College's commitment to improve cultural diversity. Section one focuses on major goals, areas of emphasis and strategy for implementation. In this section, the College provides some specific examples of accomplishments in Thematic Area 1: Educational Excellence; Thematic Area 4: Community Engagement; and Thematic Area 5: Assessment and Institutional Effectiveness. Section two provides a description and examples of Montgomery College's efforts designed to increase the numerical representation of traditionally underrepresented groups among students, administrative staff and faculty. In this section, the College provides specific examples of accomplishments in Thematic Area 2: Access, Affordability, and Success; Thematic Area 3: Economic Development; and Thematic Area 5: Assessment and Institutional Effectiveness. Some of the examples include initiatives designed to recruit and retain traditionally underrepresented faculty, staff and students. Finally section three provides a description and examples of the College's efforts designed to create positive interactions and cultural awareness among students, faculty and staff on campus. In this section, the College provides specific examples of accomplishments in Thematic Area 1: Educational Excellence; and Thematic Area 2: Access, Affordability, and Success. Some of the examples include faculty and staff cultural training programs, curricular initiatives that promote cultural diversity in the classroom and co-curricular programming for students.

Section 1: Major Goals, Areas of Emphasis and Strategy for Implementation

Section one focuses on major goals, areas of emphasis and strategy for implementation. In this section, the college provides examples of major goals and strategies to achieve educational excellence and community engagement and to assess institutional effectiveness.

Thematic Area 1: Educational Excellence

As an educational excellence priority, Montgomery College established a goal to 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. To accomplish this goal, the College has continued to build on its successful foundation of professional development programming for diversity and multiculturalism. In doing so, the College has developed and expanded a wide variety of activities, events and professional development opportunities that relate to diversity and multiculturalism, which are designed to enhance and foster a culture of inclusiveness and deepen intercultural understanding in the college community. For examples:

1. Through the president, the Board of Trustees required each new college employee to participate in one of the multicultural professional development activities offered by the college's professional development entities, which is a component of the employee's annual performance evaluation.

2. Through the president, the Board of Trustees required each employee to have one performance goal annually that addresses the development and/or enhancement of cultural competency in relation to diversity and multiculturalism, which is a component of the employee's annual performance evaluation.

3. The Center for Professional and Organizational Development, the Center for Teaching and Learning and Distance Education and Learning Technologies designed, developed and delivered professional development programs for faculty and staff to increase cultural competence and foster best practices in (a) Teaching and learning in a multicultural environment, (b) Working in a multicultural environment and (c) Leading and managing in a multicultural environment. Programs include: Tapestry Institute for Cultural Competence; Overview of Multiculturalism and Diversity Community Conversations; In Their Own Voices; Cracking the Codes; Americans with Disabilities Act Training for Supervisors; In Their Own Shoes Training for Faculty.

4. The Center for Professional and Organizational Development, Center for Teaching and Learning and Distance Education and Learning Technologies have developed and begun to 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 related to diversity and multiculturalism, including participation by faculty in the professional training opportunities offered by the Global Humanities Institute.

5. The College expanded its website to include diversity and multicultural resources for faculty, staff, administrators and students and ensured that the site (a) provides a wide array of information (e.g., internal and external professional development offerings, suggested readings, reference materials, links, etc.); (b) provides accessibility from multiple college web pathways (e.g., websites, My MC tabs, etc.); (c) maintains current information; (d) provides digital access to learning materials created as a

result of professional development training seminars and the Global Humanities
Institute.

Thematic Area 4: Community Engagement

As a community engagement priority, Montgomery College established a goal to reflect
and support the diversity of the communities we serve by strategically fostering community
relationships, outreach, civic responsibility and intercultural understanding to enrich the life of
the community. To accomplish this goal, the College has established a community engagement
office and a community roundtable/advisory committee to focus on outreach to and engagement
with the diverse Montgomery County populations. For examples:

1. The senior vice president for advancement and community engagement and the
    director of communications has lead initiatives to expand the multi-lingual
    accessibility of College outreach materials.

2. The senior vice president for advancement and community engagement, senior vice
    president for academic affairs and director of community engagement have
    collaboratively established new community partnerships to address issue- and group-
    based civic and community programs and created co-partnerships for the College
    with the community to participate on community service projects.

3. The college-wide dean for student success, college-wide dean for student access,
    college-wide dean for student engagement, director of community engagement,
    director of institutional research & analysis, special assistant to the senior vice
    president for academic affairs, special events director and director of communications
    have worked collaboratively to plan and host college-wide events to facilitate
    understanding among diverse populations and to bring the community to the college
    (e.g., Athenaeum Symposia, Multicultural Student Academic Achievement Awards,
    Chautauqua).

Thematic Area 5: Assessment and Institutional Effectiveness

As an assessment and institutional effectiveness priority, Montgomery College
established a goal to strengthen and implement responsible equity and diversity policies and
procedures, best practices and ongoing assessment and compliance strategies that are aligned
with the MC 2020 Strategic Plan to ensure that Montgomery College is a regional destination
employer for diverse employees. To accomplish this goal, the college has established a
compliance plan that includes annually conducting a comprehensive review, inventory and
assessment of existing academic and nonacademic diversity-related and nondiscrimination
policies, procedures and best practices to ensure responsible equity and diversity stewardship and
to sustain faculty, staff and student diversity. During the 2014 academic year, the College
completed an annual review and assessment of its diversity-related and nondiscrimination
policies, procedures and practices. For examples:

1. The office of the president, in conjunction with the offices of the senior vice president for student services, senior vice president for academic affairs, senior vice president for administration and fiscal services and senior vice president for advancement and community engagement, provided institutional leadership to ensure that the College Diversity Plan is annually monitored and evaluated, the plan's goal achievement is assessed and, as necessary, the plan is updated to support and sustain diversity goals and objectives.

2. The offices of the general counsel, planning and institutional effectiveness, compliance and equity and diversity reviewed and updated the College diversity-related and nondiscrimination policies and procedures.

3. The offices of the general counsel, compliance and equity and diversity conducted a comprehensive review and assessment of the College's policies, procedures and practices related to compliance with Title IX of the Education Amendments of 1972 and identified best practices that College will implement to ensure the fullest Title IX compliance.

4. The offices of compliance and equity and diversity conducted an assessment and implemented a plan of action to ensure the accessibility and currency of college diversity and nondiscrimination policies and procedures, including the college Affirmative Action Plan to faculty, staff, students and members of the surrounding communities.

Section 2: Increase Numerical Representation of Traditionally Underrepresented Groups

Section two provides a description and examples of Montgomery College's efforts designed to increase the numerical representation of traditionally underrepresented groups among students, administrative staff and faculty. Some of the examples include initiatives designed to recruit and retain traditionally underrepresented faculty, staff and students.

Thematic Area 2: Access, Affordability, and Success

As an access, affordability, and student success priority, the college has established among its goals to provide accessible and affordable educational opportunities for its diverse communities and ensure student success and completion. To accomplish this goal, the college has collaborated with local schools, community agencies and parent groups to focus its 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. For examples:

1. The senior vice president for student services and senior vice president for academic affairs established a college and community *Closing the Achievement Gap Task Group*. Closing the achievement gap is a strategic initiative in *Montgomery College 2020* which will propel the college to assist each and every one of our students to thrive and succeed. The task group report contained 47 comprehensive and significant recommendations approved by Dr. Pollard, with a phased implementation planned.

2. Within the division of student services, the chief enrollment services and financial aid officer has hosted campus and community based financial aid events that were targeted to underserved populations; workshops for students on navigating the financial aid process and securing resources to manage personal finances.

3. In collaboration, the chief enrollment services and financial aid officer and creative services director have created bilingual financial aid publications and presentations that support the College's outreach initiatives.

4. In collaboration, the director of community engagement, special assistant to the senior vice president for academic affairs/articulation, transfer and academic services and college-wide dean of student access have established new partnerships with schools and agencies that serve culturally diverse populations.

5. The college-wide dean for student access, director of student access and creative services director collaboratively worked to develop a student recruitment plan and protocol for outreach to multi-lingual communities, including world languages and American Sign, that has resulted in the creation of Spanish-language outreach materials and events for prospective students and their families, including brochures, postcards, presentations, posters and web-based materials.

6. The college-wide dean for student access, director of student access and creative services director have begun developing outreach materials and events available in multiple languages, including brochures, postcards, posters, web-based materials and advertisements in directories, newspapers and other print publications.

7. The director of student access and electronic communications content manager have begun the process of developing a consistent protocol to provide families fluent in languages other than English the opportunity to acquire college information in the family's primary language.

8. The College has successfully increased 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.

9. The college foundation, scholarship and grants program manager and director of development & executive director of Montgomery College Foundation have been successful in their outreach efforts to potential donors who are open to providing

unrestricted scholarships to students who need financial assistance.

10. The special assistant to the senior vice president for academic affairs/articulation, transfer and academic services, college-wide dean for student services and counselors developed and implemented targeted program initiatives that focus on reducing the educational achievement gap.

Thematic Area 3: Economic Development

As an economic development priority, the College has established among its goals promoting and supporting economic development by ensuring that rigorous and relevant regional, national and global workplace competencies are reflected in programs and curricula; implementing diversity best practices to recruit, select and employ multilingual/multicultural/multi-skilled employees and to enhance cultural competencies that fulfill business needs; training/educating students to succeed in a diverse workplace by providing access to cultural competencies and world languages, which includes identifying internship opportunities locally and abroad to help students function more successfully in today's global market, placing students in internships with local, national, and international business/organizations, and continuing to provide study abroad and providing diversity and multicultural training for all students. For examples:

1. The division of Workforce Development and Continuing Education has continued to establish local business and organizational partnerships to train company/organization employees, foster economic development and increase the economic health of the county. The division's capacity to deliver this training has included training to ensure cultural competency among its faculty and staff to meet the needs of the diverse workforce of Montgomery County; developing cultural competency training offerings to enhance students' competitiveness and marketability and providing training to county small and minority business employees in key workplace skills and in multiple languages.

2. As a destination employer, the president established an institutional priority to develop clear outreach efforts to actively recruit and hire a multicultural, multilingual, and diverse workforce that includes faculty and staff with specialized/dedicated skills to teach/train underserved populations and non-English speaking communities.

3. Student and employee focused advertisements are placed in media that target diverse populations.

4. The senior vice president for student services and senior vice president for academic affairs have continued to sustain opportunities and create new opportunities to place students in local, national and international internships.

5. While creating new international educational collaborations, the senior vice president for academic affairs has continued to explore new study abroad opportunities for

students and faculty exchange opportunities.

Thematic Area 5: Assessment and Institutional Effectiveness

As an assessment and institutional effectiveness priority, the College established a goal to 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. For examples:

1. The offices of human resources and strategic talent management, equity and diversity, procurement and communications created an institutional template and standard to ensure that job announcements, advertisements and recruitment and promotional brochures contain the college statement of commitment to diversity and nondiscrimination.

2. The offices of human resources and strategic talent management, equity and diversity, general counsel and compliance conducted an annual assessment to ensure the college's compliance with approximately thirty non-discrimination federal, state, and local laws, regulations and Executive Orders addressing education and employee equity and diversity.

Section 3: Efforts Designed to Create Positive Interactions and Cultural Awareness

Section three provides a description and examples of the College's efforts designed to create positive interactions and cultural awareness among students, faculty and staff on campus. Some of the examples include faculty and staff cultural training programs, curricular initiatives that promote cultural diversity in the classroom and co-curricular programming for students.

Thematic Area 1: Educational Excellence

The Center for Professional and Organizational Development, center for Teaching and Learning, Office of Student Life, Distance Education and Learning Technologies, Global Humanities Institute and academic units have designed, developed and delivered college-wide events and activities for students and employees to increase cultural competence. For examples:

1. Faculty, staff and students participated in diversity-related programming and events such as: The Gathering, the World Arts Festival, Arab American Heritage Month, Black/African American History Month, International Week, the Multicultural Student Academic Achievement Awards and the annual Holocaust Commemoration event.

2. The office of student life sponsored a variety of programs to recognize/celebrate nationally designated special awareness months. Montgomery College is a diverse, multi-ethnic, multi-cultural and international learning community committed to fostering academic and work environments throughout its campuses that acknowledge and celebrate the contributions of its diverse students, employees and communities. Annually the Montgomery College Board of Trustees issues a resolution that articulates the college's commitment to acknowledge, honor and celebrate the contributions of women; members of the gay, lesbian, bisexual, transgender communities; individuals with a disability and individuals and peoples of African American, Arab American, Asian Pacific, Caribbean-American, Hispanic/Latino, German American, Irish American, Italian American, Jewish American and Polish American heritage on the designated national and State awareness days and months. The designated national and state awareness days and months create unique opportunities at Montgomery College to acknowledge and celebrate these contributions with our local, regional and national communities.

3. In 2011 the college created Athenaeum Symposia, which focuses on themes of diversity and global awareness. Among the speakers for the 2014 academic year were: Paul Monteiro, Director in the White House Office of Public Engagement and Intergovernmental Affairs; Lisa Crooms, Director of the Constitutional Law Center, Associate Dean of Academic Affairs and Professor of Law at Howard University School of Law; Bill Press, syndicated columnist, political talk show host and best-selling author.

4. Women's and Gender Studies hosted events at our campus that embrace and explore issues of feminism and gender.

5. MC Pride and Allies hosted a variety of programs that embrace and explore LGBTQ issues and emerging topics and an annual consortium for students and employees.

6. Safe Zone Training was provided to students and employees. The focus of the training is to create a safe and comfortable environment for every member of the student body and every employee. Montgomery College offered assistance and support for the lesbian, gay, bisexual, transgender, and queer communities by designating LGBTQ Safe Zones on all three campuses. These Safe Zones are marked by small rainbow flag stickers and buttons placed on office doors and cubicles. The zones identify students, faculty and staff who have been specifically trained to counsel those who may need counseling or support.

7. The Global Humanities Institute hosted programs that engage students and employees and promote understanding and mutual respect for people with diverse histories, cultures and perspectives within the United States and abroad.

8. The Smithsonian Faculty Fellowship Program was successfully implemented, which is a unique professional development program for faculty at Montgomery College. This program guides faculty on how to best use museum exhibits and artifacts to encourage critical thinking.

9. Diversity training was provided through components of the student leadership training programs, Student Leadership Institute for Everyone (L.I.F.E.), Leadership Ascent, and MC Leads. Students are able to experience diversity programming at events such as The Gathering, the World Arts Festival, Arab American Heritage Month activities, Black History Month activities, International Week and the Multicultural Student Academic Achievement Awards.

Thematic Area 2: Access, Affordability, and Success

As an access, affordability, and student success priority, the College established among its goals to provide support services and other educational opportunities that promote cultural competence and enhance the educational experiences of diverse students. Among these educational opportunities has included developing, implementing and securing resources to encourage meaningful student engagement opportunities; reducing the educational achievement gap for Hispanic/Latino and African-American students, especially males; and supporting our diverse student population in completing their career and academic goals. For examples:

1. The college-wide dean of student engagement and campus instructional deans have, with intention, ensured that student clubs and activities create opportunities for all students to celebrate diversity and promote meaningful interactions.

2. The senior vice president for student services, senior vice president for academic affairs, college-wide dean for student services, campus instructional deans, student employment services manager and director of the Global Humanities Institute worked in tandem to develop opportunities for students to participate in global learning and leadership experiences, including education abroad, alternative breaks, service learning and internships.

   Specific examples of the numerous student programs available at each campus include:

   a. New Student Orientation, Service Learning and Volunteer Fair, Alternative Spring Break Trip/Habitat for Humanity, Student Mentoring Program, Earth Day

   b. Student Clubs - Activities Board, African Club, African Dance Club, African Student Association, Ambassadors for Christ, Anime Society, Association of Muslim Studies, Bethel Campus Fellowship, Biology, Breathe Free Smokers Club, Buddhism Club, Caribbean Rootz Club, Chess Club, Christian Fellowship, Computer Club, ConKerr Cancer Club, Corporate Business Leaders, Cricket Club, Debate Club, Dagorhir Medieval Club, Earth Initiative Club, Economics,

Environment Club, Ethiopian Student Association, Ethics Club, Fashion Club, Flag Football Club, Future Entrepreneurs, French Club, Gaming Club, Gay/Straight Club, Globe Newspaper, Gryphon Literary Magazine, Health Essentials, Hip Hop Dance Club, Hispanic Student Union, Honors Networking Club, International Club, Islamic Association of Students, Latino Student Union, Martial Arts Club, Math Club, Medical Careers Club, Medieval Fencing, Mental Health Club, Music Club, Musicians with Ambition, Muslim Student Association, Nursing Club, Outdoor Club, Persian Club, Philosophy Club, Photography Club, Poetry Club, Psychology Club, Rotaract Club, Science Adventure Club, Self Defense Club, Service Learning Club, Ski Club, South Asian Club, Student Senate, Tennis Club, Theater Club, Ultimate Frisbee Club, United Nations on Campus, Veterans Club, Volleyball Club, Weight Lifting Club, Writing Club, Women's Studies Club, Young Democrats.

Although a majority of Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence – Montgomery College Diversity Plan strategic action measures are currently implemented, the College will continue to review, monitor and assess the plan. These approaches will be among those implemented as a means for sustaining institutional diversity, measuring the plan's long range effectiveness and ensuring administrative accountability for achieving the plan's goals. An institutional priority is to create more collaborative and comprehensive processes to better track progress in assessing the long range effectiveness and results of the diversity plan strategic action measures. The first institutional assessment regarding the status and implementation of the diversity plan will occur in FY 2017.

Montgomery College
e n d l e s s   p o s s i b i l i t i e s

Montgomery College

September 24, 2014

Mr. Lee Towers
Director of Legislative Affairs
Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Mr. Towers:

Per your request and as required by §11-406(b)(2)(iii) of the Education Article, a summary of the Montgomery College "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" is highlighted below.

Montgomery College has taken several actions to ensure 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). Accordingly, the College's Annual Security Report is prepared and distributed by the Office of Safety and Security. In accordance with the Clery Act reporting requirements, the report contains three years of campus crime statistics and specific campus security policy statements. 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. The policy statements are prepared by the Office of Compliance with input and additional information from other College offices.

By October 1st of each year, the annual security report is prepared and posted on several of the College's web pages. Also each member of the College community receives an e-mail communique that describes the report content, which provides the exact web addresses where the report is posted. A hard copy of the annual security report is available and 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, Office of Compliance and local law enforcement agencies. As a proactive intervention, articles about campus community and facilities safety and security issues, precautions, and best practices are 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

Central Administration
900 Hungerford Drive
Rockville, MD 20850

Germantown Campus
20200 Observation Drive
Germantown, MD 20876

Rockville Campus
51 Mannakee Street
Rockville, MD 20850
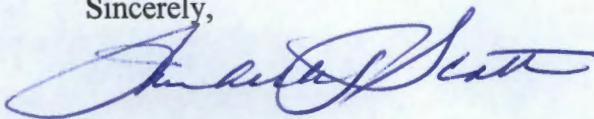
Takoma Park/Silver Spring Campus
7600 Takoma Avenue
Takoma Park, MD 20912

Workforce Development
& Continuing Education
51 Mannakee Street
Rockville, MD 20850

deliver crime prevention and safety programs and materials to faculty, staff, and students. Also training is provided to the Safety and Security staff. Some other examples of related College activities include the distribution of safety flyers, presentations to academic and non-academic departments, presentations at new employee orientations, presentations at new student orientations, presentations at student resource fairs, and presentations at the annual compliance fair. These programs, held at the beginning of and throughout 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.

If you have any questions regarding the report or the specific College actions and activities, I can be contacted at (240) 567-5276.

Sincerely,

Dr. Michelle T. Scott
Deputy Chief of Staff and Strategy

CULTURAL DIVERSITY REPORT
2013-2014 Update

A Roadmap for Ensuring and Sustaining
Diversity in Our Community

June 2014

Introduction

Prince George's Community College (PGCC) has long recognized the importance of equal opportunity and diversity in education and includes diversity as one of the core values. The college's current vision, mission, values, and strategic goals are as follows.

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.

In June 2013, PGCC's Board of Trustees adopted "Envision Success FY 2014-2017" as the College's new Strategic Plan. The plan states that 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.

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. However, the College continues to focus on those areas that require attention to insure that our diversity mirrors that of the county, to the extent possible, and continues to educate students to be fully engaged in a diverse nation and world.

In fall 2013, 13,733 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, University Town Center in Hyattsville, and at John Eager Howard in Upper Marlboro. Noncredit 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 2013, 29.7% percent were fulltime while 70.3% percent studied part-time, 93.5% percent lived in the County and 73.7% percent identified themselves as African American/Black.

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 students and employees.

The diversity of the PGCC student population is representative of its primary service area, Prince George's County. With respect to enrollment, the demographics for ethnicity changed from 2012 to 2013 by the following percentages:

- African American/Black (-1.4%)
- American Indian (+33.3%)
- Asian American (+5.4%)
- Hispanic/Latino (+16.9%)
- White (-1.9%)
- Multi-Race or Unknown (-2.9%)

This indicates that the focus on increasing Hispanic/Latino enrollment has been successful.

Minority representation among full-time administrative and professional staff remained steady, with the current population at 65.9 percent of the fall 2012 population. The College continues to aggressively recruit minority full-time faculty. While the percentage of minority full-time faculty has improved significantly over the years, market competition resulted in a slight decrease to 38.0 percent of the total in fall 2012 (down from 38.9 percent in fall 2011).

In addition to adhering to the requirement of submitting an annual summary of our institutional plan to improve cultural diversity, the College requires that hate crimes, as defined under title 10, subtitle 3, of the Criminal Law Article, be reported to the Prince George's Community College Police. The incident shall be immediately investigated, and referred for appropriate criminal and/or administrative sanctions. All hate crimes investigated by the Prince George's Community College Police are reported to the U. S. Department of Education as mandated by the federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Vice President for Student Services and the Title IX Coordinator are notified of all hate crimes so that intervention and counseling services can be activated to support the campus community.

The current diversity plan was 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". This plan not only provides a framework for achieving our diversity goals but also focuses on specific strategies to create a climate that embraces diversity beyond culture. The status of the first year of the diversity plan is detailed in this report.

SUMMARY OF 2013-2014 ACCOMPLISHMENTS

TRAINING AND EDUCATION

Goal 1: Train and educate faculty, staff and students to create a culturally competent college community.

Objective 1: Provide training and educational strategies for each area (faculty, staff and students) to guide them in creating a culturally competent college community.

TASKS

1. Develop and pilot "Creating an Inclusive Environment" training for faculty and staff.
Status: In the fall of 2013, the Center for Professional Development was tasked with developing a diversity training plan for college employees. Based on feedback from the Ad Hoc Committee on Cultural Diversity, the Training and Education Sub-committee, and research on diversity in higher education, a diversity training continuum was developed and the first of a series of trainings related to diversity was designed and implemented as a pilot.

The following information provides an overview of the continuum as well as the training description, objectives and schedule:

Phase 1: FY 2013-2014; FY 2014-2015
- Pilot session 1 completed May 27, 2014.
- Pilot session 2 was scheduled for June 17, 2014.
- 11 dates scheduled for FY2015.

Training Goal: Introduce the concept of an inclusive environment to the college community

Training Description:
Prince George's Community College is committed to promoting an inclusive, non-discriminatory environment for everyone. In this session, participants will learn about the importance of inclusiveness at Prince George's Community College, how to utilize strategies to facilitate an inclusive environment, and how to implement inclusiveness in daily interactions.

Training Objectives:
- Explain the importance of inclusiveness at Prince George's Community College.
- Utilize strategies to facilitate an inclusive environment at Prince George's Community College.
- Implement inclusiveness in daily interactions at Prince George's Community College

Two 3.5 hour face-to-face pilot sessions were scheduled in May and June and advertised to the college community; attendance was voluntary. The first pilot session was held on May 27, 2014. The training went well and received positive feedback from the six staff members in attendance. The second session scheduled for June was cancelled due to low enrollment.

2. Develop and pilot "Bringing Our Values to Life" training for faculty and staff.

Status: Values Training "Bringing Our Values to Life" is offered once or twice per month for all new employees as a part of onboarding/orientation. Values Training is also offered monthly as a part of the workshops sponsored by the Center for Professional Development. This program provides participants with a review of the values of Prince George's Community College – which include diversity. Participants are provided with the definition and behaviors that are reflective of each of the values and are introduced to the College's new definition of diversity. The training objectives are:

- Review the meaning of each of the six values of Prince George's Community College.
- Understand the role of values in the way that we accomplish our work.
- Integrate the values in the way that we make decisions and support the work of Prince George's Community College.

3. Implement lesbian, gay, bisexual, transgender (LGBT) Safe Space Training.

Status: In February, a meeting was held with the Chairs' Council to let department chairs know about the possibility of scheduling department-wide trainings. Two department-wide trainings were conducted in spring 2014 (March 7: Language Studies Department - 11 participants; April 22: English Department - 4 participants. In March, the coordinators met with staff from the Center for Professional Development to discuss ways in which the Safe Space program might be able to partner with Professional Development. This partnership has proven to be a very generative one. Three Safe Space trainings were advertised through Professional Development and have generated solid interest:

- April 30 - 11 participants, including individuals from diverse college-wide areas such as Campus Police, Owl Success Track, Recruitment, and Retention Services
- June 13 - 9 participants
- June 26 - 13 participants

The goal of the PGCC Safe Space Program is to promote a welcoming, secure campus environment for lesbian, gay, bisexual, transgender (LGBT) students, faculty, and staff. The two-hour Safe Space training sessions, offered in conjunction with the Center for Professional Development, focus on increasing awareness and knowledge of the issues faced by LGBT students and increasing the visibility of institutional support for this at-risk population. After training, program participants will receive a safe space sticker to display in their offices or other appropriate areas. Ultimately, the Safe Space Program seeks to emphasize that small but intentional decisions by faculty members and staff in their daily interactions—such as placing a Safe Space sticker on an office door or using inclusive language in the classroom— can make a big difference in LGBT students' ability to be themselves and succeed without fear or hesitation at Prince George's Community College. The training objectives are:

- To increase awareness and knowledge of the issues faced by our LGBT students.
- To increase the visibility of institutional support and individual safe contacts for our LGBT students.
- To promote a welcoming, secure campus environment for everyone, regardless of sexual orientation or gender identity.

As a result of attending the April 30 training, a member of the Recruitment Office requested an additional Safe Space training for the entire Recruitment Office (7 participants), which took place in June. Safe Space Stickers have been distributed to all training participants; the stickers have begun to appear across campus, and anecdotal evidence suggests that the increased visibility of LGBT support that the stickers provide is making a positive impact. Safe Space trainings will continue throughout FY2015.

In addition to the Safe Space trainings, the Safe Space program coordinators met with one of the librarians to discuss ways to enhance the college library's print collection of LGBT resources, as one of the main markers of an inclusive campus is that LGBT resources are visible, known, and widely available. The new print sources were purchased with money from a Trailblazer Grant. The librarian also created an electronic LGBTQ+ Safe Space Research Guide: http://pgcc.libguides.com/safespace
In April, a campus-wide film screening was held of The New Black, a documentary film about the 2012 Same-Sex Ballot Initiative in Maryland that uses the initiative as a lens into the tensions between some members of the African American religious community and the LGBT community.

Currently, the coordinators are working with the Recruitment Office and the Students for Gender and Sexual Equality (SGSE) student club to plan and co-sponsor a week-long series of events in recognition of National Coming Out Day (October 11) for fall 2014. In addition, a table has been reserved for the Safe Space Program at the New Student Convocation and College Resource Fair in August, as the resource fair provides an excellent opportunity to enhance the visibility of institutional support for new LGBT students.

   4. **Additional diversity related training.**
Status: During this academic year, Disability Support Services held three of ten planned information sessions for students with disabilities. In addition, the Retention Services staff participated in a workshop to enhance communication across age lines, focusing on the nuances of communication habits of millennials, gen-Xers, and baby boomers in the workplace as well as ways to communicate with our varied student population.

Objective 2: Incorporate cultural diversity training on College Enrichment Day for faculty and staff.

TASK

   1. **Request that cultural diversity be the focus of College Enrichment Day for faculty and staff.**
Status: A verbal and written request was made to the dean of human resources to consider having cultural diversity as the theme for College Enrichment Day in fall 2014.

Objective 3: Develop a strategy, with assistance from Marketing and Creative Services, for the creation of educational and informational messages related to diversity and an inclusive environment.

TASK

1. **Begin discussions on effective marketing strategies.**

Status: Two meetings were held with the director of marketing and creative services to discuss the scope of the communication plan. During the summer of 2014, meetings with the director of marketing and creative services will continue to formalize marketing strategies and to identify the expected outcomes.

Measures and Outputs:

1. **Creation and implementation of diversity training plan.**

A diversity training continuum was developed and the first of a series of trainings "Creating an Inclusive Environment" related was designed and implemented with the introduction of two pilots. Values training (inclusive of diversity) was also developed and implemented.

2. **Increase in participation in LGBT Safe Space Training.**

This was the first year that the Center for Professional Development offered LGBT Safe Space Trainings in conjunction with two members of the faculty that coordinate the program. There were a total of 55 participants.

3. **Evidence of inclusiveness in daily interactions at Prince George's Community College.**

Baseline data will need to be obtained to support the attainment of this objective of the "Creating an Inclusive Environment" training.

RECRUITMENT AND RETENTION

Goal 2: 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.

TASK
1.   **Continue to schedule recruitment visits to public high school Senior English classes. Establish and implement recruitment programming for students attending private schools.**

Status: The Office of Recruitment scheduled Senior English class visits or other visitation programming with all twenty eight Prince George's County public high schools. Visits to private secondary schools were also scheduled and will be increased for year two.

Objective 2: Develop programs for students that engage underrepresented populations.

TASK
1.   **Continue to engage underrepresented populations via targeted programming and community partnerships. Enhance opportunities for student engagement on and off campus.**

Status: The Office of Recruitment coordinated programming that targeted underrepresented populations including Latino students and homeschooled students. The office partnered with community organizations such as the Latin American Youth Center and the Maryland Multicultural Youth Center. The office also participated in community programming at Hispanic festivals and Asian American Heritage celebrations.

Objective 3: Increase marketing for the College's Collegian Centers, Health Science programs, International Education Center and transfer opportunities to colleges and universities.

TASK
1.   **Enhance marketing of the college's special academic support programs, with particular emphasis on underrepresented students.**

Status: The tasks associated with this objective will be moved forward to year two.

Objective 4: Increase hiring of underrepresented groups in the faculty and staff ranks by 25% by FY17.

TASK
1.   **Continue to be aggressive in targeting Hispanic and other minorities for faculty and staff positions.   Enhance marketing of the college's job opportunities (online postings, employment brochure, and print media).**

Status: The Human Resources Recruitment Office developed relationships and advertising agreements with diversity focused job sites and publications. This included Hispanic Outlook, Diversity - Higher Ed, and The Equal Opportunity Employment & Education Journal. The employment brochure is scheduled for production in August 2014.

Objective 5: Emphasize the importance of cultural diversity during the hiring process.

TASK
1. **Develop an orientation for each recruitment to ensure that search committees and hiring managers are aware of the College's diversity goals.**
 Status: Human Resources is in the process of finalizing the new hiring orientation for hiring managers and search committees. This process will be implemented in July 2014.

RETENTION

Objective 1: Increase underrepresented students' awareness of Retention Services, tutoring, and financial aid.

TASK
1. **Continue to market programs for student retention. Enhance opportunities to provide advising and outreach regarding financial aid opportunities to underrepresented students.**
Status: Throughout the year, the Office of Recruitment provided targeted programming addressing underrepresented populations. During these programs, the services provided by Retention Services, the Tutoring Center, and the Financial Aid Office were highlighted.

Objective 2: Expand underrepresented student scholarship opportunities and increase their awareness of off-campus scholarship opportunities that are applicable to Prince George's Community College.

TASK
1. **Seek additional donors, identified by the College Foundation, who are open to providing scholarships and services to underrepresented students.**
Status: The tasks associated with this objective will be moved forward to year two.

Objective 3: Create opportunities for participation in programs geared toward academic success.

TASK

1. **Review existing programs geared toward academic success and initiate best practices when applicable.**

Status: A new faculty advising model was initiated to allow credit students to be assigned to faculty advisors. Students are assigned to faculty advisors based on their academic program of study. Beginning this year, credit students were required to see an academic or faculty advisor as they complete 15, 30, 45 and 60 credit benchmarks. This will allow advisors to monitor a student's academic progress toward graduation.

Objective 4: Develop mentoring, professional growth, and other retention initiatives to reduce disparities in the retention rates of faculty and staff from diverse groups.

TASK
  1. **Monitor faculty and staff retention and turnover rates.**
Status: Human Resources has produced the FY13 Workforce Profile report which provides information to help management and Human Resources capture a realistic view of the college's workforce, guides the development of newer and more effective recruitment strategies, and highlights potential areas of concern regarding unexpected changes in the workforce. The ethnicity of the PGCC Workforce for FY13 is as follows:

- African American/Non-Hispanic – 53.2%
- White Non-Hispanic – 29.2%
- Asian/Pacific Islander – 3.6%
- Hispanic – 3.4%
- American Indian – 0.4%
- Representing Two or More Races – 2.7%
- Unknown – 7.5%

The findings of this report will assist in addressing the objectives for year 2.

Measures:
  1. **Percent of students participating in engagement activities.**
Baseline data will be obtained from the Community College Survey of Student Engagement (CCSSE) which was administered during the spring 2014 semester.

  2. **Percent of underrepresented groups in the faculty and staff ranks.**
Baseline data will be utilized from the Workforce Profile FY13 report published by the Office of Human Resources in May 2014.

  3. **Percent of underrepresented groups in the student population.**
Baseline data will be utilized from the Fall 2013 Fact Book published by the Office of Planning, Assessment and Institutional Resources (OPAIR).

INCLUSIVE ENVIRONMENT

Goal 3: 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.

TASK
1. **Begin development of a communication plan that will introduce the various components of the cultural diversity plan.**

Status: Two meetings were held with the director of marketing and creative services to discuss the scope of the communication plan. During the summer of 2014, the Inclusive Environment Sub-committee members will continue meeting with the director of marketing and creative services to formalize the plan and to identify the expected outcomes.

Objective 2: Gauge attitudes and beliefs about the College's current culture and environment.

TASK:
1. **Obtain base-line information about the college's current culture and environment through the addition of diversity questions on the employee engagement survey.**

Status: The members of the Ad Hoc Committee on Cultural Diversity worked with staff members in the Office of Planning, Assessment and Institutional Research to identify the questions that were to be included as a part of the Higher Education Survey of Employee Engagement (HESEE) and the Community College Survey of Student Engagement (CCSSE).

Employee Survey – Higher Education Survey of Employee Engagement
This spring, as part of the employee engagement survey, employees were asked five questions that measured their perceptions on issues related to diversity at the College. The diversity questions asked on the Employee Engagement Survey were:

1. As an institution, PGCC welcomes everyone regardless of their race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, income level, and ability/disability.
2. My supervisor is committed to and supports diversity.
3. At PGCC, you never or very rarely hear insensitive remarks from students.
4. At PGCC, you never or very rarely hear insensitive remarks from faculty/staff.
5. I know how to connect with students and colleagues from different racial, ethnic, and cultural backgrounds.

These questions were asked in an effort to begin the evaluation and assessment process of our institutional plan to improve cultural diversity. Preliminary information was provided following administration of the survey. As indicated below, an overwhelming majority of employees believe that PGCC is very

welcoming of everyone regardless of their background, that their supervisor is committed to and supports diversity, and that they know how to connect with students and fellow colleagues from different racial, ethnic, and cultural backgrounds:

- 84% of employees strongly agree or agree that PGCC welcomes everyone regardless of their race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, income level, and ability/disability.
- 77% of employees strongly agree or agree their supervisor is committed to and supports diversity.
- 90% of employees strongly agree or agree they know how to connect with students and colleagues from different racial, ethnic, and cultural backgrounds.

While employees feel the institution is fostering an environment that is welcoming and committed to diversity, data from the survey did reveal that employees were less likely to agree that they rarely heard insensitive remarks being made by students or other employees.

- 33% of employees strongly agree or agree that they never or very rarely insensitive remarks from students.
- 52 % of employees strongly agree or agree that they never or very rarely hear insensitive remarks from faculty/staff.

Student Survey – Community College Survey of Student Engagement
In spring 2014, Prince George's Community College administered the Community College Survey of Student Engagement (CCSSE) to a representative sample of the entire population of credit students. CCSSE is a survey conducted nationwide, which uses a standard survey questionnaire for participating colleges. In addition to the standard questionnaire, which includes three questions on diversity, institutions can formulate up to fifteen custom questions. As part of its list of custom questions, Prince George's Community College included twelve questions to measure students' perceptions on issues related to diversity at the College. These questions were formulated by OPAIR with feedback from the College's Ad Hoc Committee on Cultural Diversity.

The questions added by the College measure different aspects of diversity. Three refer to the general college climate in regards to diversity. These questions are identical or very similar to questions that were asked of faculty and staff in the Higher Education Survey of Employee Engagement (HESEE). Having the same questions in the two surveys will allow for comparisons between employees and students' views on diversity. Four questions refer specifically to diversity in the classroom. These questions were written in collaboration with the Curriculum Sub-committee of the College's Diversity Committee. The rest of the questions measure cultural competence; they ask how comfortable students feel interacting with persons from diverse backgrounds.

All the questions added to the survey were piloted in three class sections in the fall of 2013. The pilot led to reformulating the questions in order to make them clearer to students. Findings from the survey will be distributed to the College community by the beginning of fall 2014.

The diversity questions asked on the CCSSE were:

1. In your experiences at this college during the current school year, about how often have you done each of the following: Had serious conversations with students of a different race or ethnicity other than your own.
2. In your experiences at this college during the current school year, about how often have you done each of the following: Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.
3. How much does this college emphasize each of the following? Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
4. PGCC welcomes everyone regardless of their race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, income level, and ability/disability.
5. PGCC web pages, brochures, and advertisements show images of students who look like me.
6. At PGCC, you never or very rarely hear insensitive remarks from other students.
7. At PGCC, you never or very rarely hear insensitive remarks from faculty or staff.
8. My instructors treat all students as capable learners regardless of their race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, income level, and ability/disability.
9. My instructors encourage students from diverse backgrounds to work together.
10. My instructors create a class environment where students with different religious/political beliefs feel comfortable expressing their views.
11. Whenever a student makes an insensitive remark in class, my instructors discuss why it is not appropriate.
12. How comfortable do you feel interacting with individuals from different racial/ethnic/cultural groups?
13. How comfortable do you feel interacting with individuals from different religious backgrounds?
14. How comfortable do you feel interacting with individuals with physical or learning disabilities?
15. How comfortable do you feel interacting with individuals with different sexual orientations?

Objective 3: Ensure that PGCC's culturally inclusive values are integrated in to all programs including the college's student and employee admission and orientation process.

TASKS
1. **Provide the updated definition of diversity to the college community through presentations and training.**

Status: This has been accomplished through:
- Introduction and approval by the Board of Trustees.
- Introduction at a College-wide Forum meeting.
- On-going values training through the Center for Professional Development

2. **Enhance diversity awareness in the new employee mandatory orientation/onboarding program.**

Status: The new definition of diversity, one of the values of the college, is part of the orientation/onboarding training. This training is offered twice a month and includes employees from various departments across the campus.

Objective 4: Create a forum for students, faculty and staff to discuss relevant diversity topics.

TASK

1. **Begin working on structure and scheduling of "Diversity Roundtables" which will be introduced in Fall of 2014.**

Status: This was moved to summer 2014.

Measures:

1. **Perception by employees of issues related to diversity.**

Baseline data is being evaluated using responses to the Higher Education Survey of Employee Engagement (HESEE).

2. **Perception by students of issues related to diversity.**

Baseline data is being evaluated using responses to the Community College Survey of Student Engagement (CCSSE).

3. **Participation in forums for students, faculty and staff to discuss relevant diversity topics.**

Baseline data will be obtained in FY2015 for participation in the Diversity Roundtables.

<div align="center">**CURRICULUM**</div>

Goal 4: Provide opportunities for students to value cultural diversity and to succeed in an intercultural environment.

Objective 1: Expose students to cultural diversity content through the new PAS 1000 course.

TASK
1. **Develop a diversity unit in the new introductory PAS course for all incoming new credit students beginning fall 2013. Pilot test in the PAS 1010 course in fall 2013 and spring 2014.**

Status: The diversity interview assignment was piloted in PAS 1010 in fall 2013 and in spring 2014. In fall 2014, it will be part of the cultural diversity unit of the new 1-credit PAS 1000 course. The PAS course coordinator/academic enrichment department chair reported that most instructors have used the "Interview Someone from another Country" interview assignments in all their course sections, in the cultural diversity unit of study.

PAS students reported that they learned that they had much in common with PGCC international students. They also commented about the fact that many of the international students that they met worked full-time, attended college full-time, raised children and were active in their church communities. In some of the discussions, students reported that those they interviewed were hungry for education in a way they had not seen or experienced. The coordinator of the course will have more instructor feedback in the coming months. Overall, comments have suggested this was a very good assignment and it should be continued in 2014-15. Members of the Curriculum Sub-committee will work with the course coordinator this summer to post online a description of why this assignment is important for all students who will be in our diverse college environment.

The listening unit of the PAS 1000 course also will include an additional cultural diversity experience. This assignment will provide listening and note-taking practice, and will be applied by all instructors. Students will watch 10-minute pre-taped interviews, listening to one in-class and one or more as homework assignments, each featuring a student from a different cultural perspective. The director of the international education center (a faculty member) has taped four one-on-one student interviews in the PGCC TV Studio, as follows: one student from Nigeria who faced financial hardship, one student from Nigeria who learned to succeed with the limitations of being an undocumented student, one student who is blind, and one student who is lesbian and started the new LGBT club on campus. The assignment will be to fill in details of an outline structure of the interview which will be provided, providing listening and note-taking practice while exposing new students to a diversity of student perspectives. More interviews will be added in the coming year to also represent Hispanic, Asian and Caucasian students.

Faculty who will teach the PAS 1000 course in 2014-15 will be trained in August. Committee members will talk with them during their training session about our cultural diversity knowledge goal for all new credit students, and about the international interview assignment and its objectives. The committee and the PAS coordinator will develop an evaluation form for all credit students, to be administered in fall and spring 2014-15, to get comprehensive feedback on the cultural diversity exercises used in the class.

Objective 2: Gather a list of current PGCC credit course offerings, including General Education, which teach cultural diversity knowledge and skills.

TASK
1.   Determine existing courses that have cultural diversity as a course objective.
Status: The committee reviewed all courses submitted by department chairpersons which they said included cultural diversity as an important component of the course. These courses will provide a second level of cultural diversity instruction, going beyond appreciation and knowledge to some skill-building. From the submissions received, the committee only included the following courses which have cultural diversity as part of one or more of their master syllabus course objectives:

- BMT 2720: Managing Workplace Diversity
- CJT 1530: Community Policing
- HLE 2010: Health Issues on a Culturally Diverse Society
- PAR 2560: Basic Mediation
- SPH 1230: Intercultural Communication
- TED 1400: Introduction to Multicultural Studies
- WMS 1010: Women's Studies 1010

The committee will share the draft course list with all chairpersons to be sure all relevant courses are included. Those offering courses in which some teachers/sections incorporate cultural diversity concepts will be considered if they have a diversity objective in their master course syllabus so that it is uniformly addressed.

Objective 3: Assess current ways faculty are incorporating diversity issues into classroom content and teaching techniques.

TASK
1.   **Review summary report of survey of faculty from 2003 and 2008. Provide cultural diversity questions to be included in administration, staff and faculty surveys. Administer survey.**

Status: The committee planned to review the past faculty survey and begin to draft a new 2014 survey form. However, the College had already planned to do an employee climate survey in spring 2014, so it was decided that the Higher Education Survey of Employee Engagement Survey (HESEE) would include a few cultural diversity questions. Five questions were included and are detailed in the Inclusive Environment section.   Results were released in late May 2014 and will require further study.

Objective 4: Require diversity training, including teaching strategies, for all faculty.

TASK
1. **Develop training on who we are as a diverse group of students, staff, faculty, and administrators. Pilot this training in spring 2014.**

Status: Diversity training for all employees was designed and piloted in summer 2014. The training will be provided in 2014-15. The members of the Curriculum Sub-committee will collaborate with the Training and Education Sub-committee specifically on the training to be provided to all faculty members, to be certain that faculty training is most relevant to instructional needs.

Measure:

1. **Exposure of students to cultural diversity content through college courses.**
The diversity interview assignment "Interview Someone from Another Country" was created and piloted in PAS 1010 in fall 2013 and in spring 2014. In fall 2014, it will be part of the cultural diversity unit of the new 1-credit PAS 1000 course. The listening unit of the PAS 1000 course also will include a cultural diversity experience. Students will watch 10-minute pre-taped interviews, listening to one in-class and one or more as homework assignments, each featuring a student from a different cultural perspective. The Members of the Ad Hoc Committee on Cultural Diversity have begun determining the existing courses that have cultural diversity as a course objective.

INTERFAITH UNDERSTANDING AND COOPERATION

Goal 5: Enhance knowledge and understanding of students from diverse faith and non-faith backgrounds.

Objective 1:   Expand students' understanding and acceptance of traditions and faiths different from their own as measured by internally developed survey.

TASK
  1. **Develop an evaluation form and set up assessment in the Campus Labs assessment system. Obtain baseline data.**
Status: An interfaith survey was developed and made available in Campus Labs. Campus Labs is a leading platform and service provider for assessment in higher education. This survey is distributed at interfaith programs that have been sponsored for students. The survey results from all interfaith programs are entered into the Campus Labs system which provides an analysis of the data.

Objective 2:   Increase leadership of interfaith engagement by students.

TASK
  1.   **Create a Better Together Team. Train team members.**
Status: This was the second year that the College participated in the President's (Obama) Interfaith and Community Service Campus Challenge. This initiative was designed to cultivate an appreciative knowledge and understanding of the diversity of our community that will ultimately lead to the development of student's knowledge-base in interfaith cooperation and service. This year, the student Better Together Team was fully trained and coordinated several successful programs. Programs included an interfaith flash mob, an interfaith open mic café, and two speed faithing events. Members of the team participated in the winter and spring interfaith service trips to Washington, D.C. and Philadelphia, Pennsylvania. The team also assisted with programs and service projects held on the 9/11 National Day of Service and Remembrance as well as the Martin Luther King, Jr. National Day of Service.

This year, 162 campuses across the country participated in the Better Together campaign to promote interfaith cooperation. As a result of the work of the Better Together Team this year, Prince George's Community College received honorable mention for the Campus Impact Award from the Interfaith Youth Corps. The Campus Impact Award is given to the campaign that left the biggest mark on campus this year and best demonstrates the power of interfaith partnership.

Measures:
  1. **Expand student's understanding and acceptance of traditions and acceptance of traditions and faiths different from their own.**
An interfaith survey was developed and made available in Campus Labs. Campus Labs is a leading platform and service provider for assessment in higher education. Baseline data has been obtained this

year. The 66 students that completed the survey for various programs answered the question "This program expanded my understanding of different religious/non-religious perspectives" as follows:

- Strongly agree – 18.18%
- Agree – 68.18%
- Neither agree nor disagree – 12.12%
- Disagree – 0.00%
- Strongly Disagree – 1.52%

2. **Student leadership of interfaith engagement.**

Baseline data is being obtained for this year.

WOR-WIC
COMMUNITY COLLEGE

Maryland Higher Education Commission
Education Article 11-406 – Plan for Program of Cultural Diversity

Wor-Wic Community College
32000 Campus Drive
Salisbury, MD 21804

Overview
Wor-Wic Community College is committed to a plan of cultural diversity that promotes inclusivity of diverse students and employees. The college has created a welcoming atmosphere on campus and has infused cultural diversity in all college programs, services, and communications. The college has demonstrated this commitment to cultural diversity through its vision, values, mission, and goals stated in the institutional strategic plan. The strategic plan of the college is in alignment with the diversity goals of the Maryland State Plan for Higher Education, including implementation strategies and timelines for meeting the goals.

This report is submitted in response to the Maryland Higher Education Commission reporting requirements for college cultural diversity plans [Education Article, Annotated Coad of Maryland 11-406-(b) (1) (iii).

Reporting Campus-Based Hate Crimes
In response to the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act, the college's hate crime policy and procedures for reporting the crime is found in the safety and security section (Appendix N) of the college's policy and procedures (manual (PPM). In addition, if reported, hate crime statistics may be found in the college's annual security report which is prepared, published, and distributed by the director of security. The annual security report is updated and posted every October 1, and a copy of the report can be accessed on the college website at www.worwic.edu/AnnSecRept.pdf, or a copy can be obtained by contacting the director of public safety at (410) 334-2936. Further, the policy is defined in the college catalog (p.22) and the safety and security section of the catalog's appendix includes the hate crime policy and procedures for reporting the crime (p. 228). The following is an excerpt from the crime reporting policy:

> Any member of the campus community who is a victim of, or witness to, a crime should call 911 and the college public safety department at (410) 334-2937. Anyone who needs help reporting a crime to police can obtain assistance from the public safety department. Prompt reporting assures timely warning notices and accurate disclosure of crime statistics. The college does not have procedures for victims or witnesses to report crimes on a voluntary, confidential basis.

> All reports of criminal activity are investigated and recorded in the daily crime log in the public safety department by the officer taking the report. The daily crime log is available for public inspection during normal business hours at the public safety department located in Room 102 of Henson Hall.

> In addition to the daily crime reporting log, the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act requires that certain crimes, which could require the assistance of local law enforcement officials, must be included in the annual security report. Primary crimes that must be reported include murder, negligent manslaughter, forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft and arson. All primary crimes, as well as larceny/theft, simple assault, intimidation, and destruction, damage or vandalism of property, are also classified as hate crimes when there is evidence that the victim was intentionally selected because of the victim's actual or perceived race, religion, sexual orientation, gender, gender identity, ethnicity, national origin or disability. Other crimes that must be reported are domestic

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violence, dating violence and stalking, as well as criminal charges or referrals to the college's student-faculty disciplinary committee for alcohol, drug or weapons violations.

Institutional Plan to Improve Cultural Diversity

All policies and practices at Wor-Wic Community College are guided by the college's eight core values (accessibility, community, diversity, honesty, learning, quality, respect and responsibility), Code of Maryland Regulations (COMAR), and the goals of the Maryland State Plan for Postsecondary Education, which emphasize quality and effectiveness, access, affordability and completion, diversity, innovation, economic growth and vitality, and data use and distribution. The college strives to uphold these values and goals in all of its academic and business operations, with the aim of creating a learning and working environment for all students and employees that is inclusive and fair. In the conduct of its programs and activities involving the public and the constituencies it serves, Wor-Wic demonstrates adherence to ethical standards, follow-through on its stated policies and support for academic and intellectual freedom. Wor-Wic defines "diversity" as "the dynamic variety of people and ideas that promote greater skill and wisdom, and enhance institutional vitality." Wor-Wic recognizes the importance of promoting awareness, understanding and appreciation of diverse racial, ethnic and cultural groups, as evidenced by the college's mission to "serve the unique needs of a diverse student body through its education offerings and comprehensive support services" and one of its nine mission-based institutional goals to "attract and retain a diversity of students and employees." Wor-Wic's cultural diversity plan promotes the inclusivity of diverse students and employees. As part of the plan, Wor-Wic instituted several initiatives to enhance diversity, including the creation of a cultural diversity committee in 2009, with representatives from all areas of the college, to ensure that progress was being made on the implementation of the plan and the coordination of multicultural events. Based on the committee's efforts, the number of multicultural events on campus has increased from seven in FY 2009 to thirteen in FY 2014. In 2012, the cultural diversity committee also oversaw the installation of international flags in the student center café to represent the international origins of students and employees at the college. In 2013, the college held mandatory diversity training for all standard employees with the objective of creating and promoting a more inclusive and productive workplace.

Efforts to Increase the Representation of Traditionally Underrepresented Groups

The climate of respect for diverse ideas, cultures and backgrounds at Wor-Wic is also evidenced by the diversity of its student body. The minority credit student enrollment (32 percent non-white) exceeds the minority population of the college's service area (29 percent non-white). In support of Wor-Wic's diverse student body, the college implemented two grant-funded programs aimed at success and goal completion for under-represented students: I Am STEM, an African-American student retention program; and Persistence and Student Success (PASS), to increase student services for first-generation students and students with disabilities. Both programs were supported by the Maryland College Access Challenge Grant Program (MCACGP) sponsored by MHEC. The results of both programs indicate that participants had higher persistence rates than equivalent control groups (MCACGP Final Reports PASS, I Am STEM). The results of the Community College Survey of Student Engagement indicate 82 percent of respondents felt their experience at Wor-Wic contributed to their understanding of people of other racial and ethnic backgrounds.

Wor-Wic's admissions office and marketing department also provide prospective students and the community with information about the college. The director of admissions attends college fairs, visits local high schools, collaborates with high school counselors and fulfills information requests. The college supplies information on the mission of the college, academic programs and support services through an array of print, web-based and social media. The college also does a saturation mailing of the service area with its credit course schedule to inform residents of educational offerings at the college. Some additional efforts made to promote the college to prospective students include billboards, literature racks, radio and television ads and newspaper advertisements. The effectiveness of marketing is assessed by (1) a marketing survey included on the admissions application for new students, and (2) a marketing survey of current credit students. Results from the application survey indicate that word of mouth advertising and "other methods" are the most effective advertising mediums to prompt students to apply (34 percent of applicants for both). Guidance counselors (11 percent) and the college website (8 percent) were the next most frequently cited reasons to apply to Wor-Wic (fall 2012). Data from the credit student survey (fall 2012) indicate that students have seen or heard Wor-Wic advertisements from the following media sources: television (58 percent), radio (22 percent) and local newspapers or magazines (18 percent). Further, student services staff host groups of underrepresented student populations at the college and conduct presentations at local schools and community centers within the tri-county service area about admissions, academic retention, disability and financial aid information. (Additional information about these services is listed on pages 7 – 8 of this report).

In addition to efforts to increase the diversity of its student population, Wor-Wic aims to increase the diversity of its staff and faculty. Fifteen percent of full- and part-time employees at Wor-Wic are minorities. Although this percentage is lower than the state average for all Maryland community colleges (31 percent), it is higher than the average for all *small* Maryland community colleges (7 percent). The college benchmark for the percent of minority faculty (12 percent) has never been reached, but for administrative and professional staff, the college reached its 12 percent benchmark as of fall 2012. These data demonstrate a continued commitment toward the promotion of diversity among faculty, staff and students.

From FY 2006 to FY 2013, the number of full- and part-time employees at the college has increased by 39 people, or 10 percent. During the recent economic recession, the college experienced an enrollment surge, hitting its peak in FY 2011. To accommodate enrollment changes, the number of part-time faculty fluctuates accordingly (Table 3.8). While the college has made efforts to increase the number of employees, staffing levels at Wor-Wic are somewhat low in relation to other small Maryland community colleges. The ratio of FTE students to FTE employees at Wor-Wic is 11.5 compared to 7.7 for other small Maryland community colleges (FY 2013).

Table 3.8: FTE Enrollment and Employees by Classification

Fall	FTE Enrollment*	Total Employees	Faculty FT (CR/CE)	Faculty PT (CR/CE)	Administrators FT and PT	Support Staff FT and PT
2006	2502.00	381	61	180	59	81
2007	2597.76	404	65	188	60	91
2008	2738.00	413	70	181	64	98
2009	3018.58	413	71	181	64	97
2010	3228.11	441	70	208	65	98
2011	3417.20	440	70	206	65	99
2012	3218.44	425	70	192	67	96
2013	2997.57	420	72	181	67	100

FT=Full-time, PT=Part-time/CR=Credit, CE=Continuing Education (Non-Credit)
*Fiscal Year Data

Wor-Wic Community College prides itself on the quality of its faculty, as they are considered central to the teaching and learning functions of the college. The ability of the college to attract, retain and develop a sufficient, diverse and well-qualified faculty workforce is important to the overall success of its students. The college's support of the role of faculty is demonstrated by its mission-based institutional goal to "provide...service area residents with access to a quality education..." The faculty is also committed to all aspects of student success guided by the institution's mission of providing "high quality instruction" in all of the college's academic offerings.

Wor-Wic endeavors to hire the best qualified applicants for faculty vacancies based on its recruiting and hiring policies. Results from Wor-Wic's 2011 internal environmental scan indicated that only 51 percent of faculty agreed/strongly agreed that the college's advertising practices secured the best employees for available positions and 62 percent of credit faculty agreed/strongly agreed that hiring practices secured the best employees for available positions. In response, the college increased its recruiting efforts to include online advertising in HigherEdJobs and CareerBuilder in addition to its traditional advertisements in The Daily Times, the service area's local newspaper. In accordance with the college's mission-based institutional goal of "...attracting and retaining a diverse faculty...that reflects the community's demographics," the college also strives to attract diverse faculty applicants. To that end, the college mails a list of its faculty openings to leaders of local minority organizations and directly targets interested minority applicants using affirmative action emails through HigherEdJobs. These targeted emails reach nearly 250,000 minority job seekers. As of fall 2012, six percent of Wor-Wic's full-time credit faculty were racial minorities. The current benchmark is for minorities to represent 12 percent of the faculty by 2016. Among all Maryland community colleges, about 23 percent of full-time credit faculty are racial minorities. When comparing just Maryland's seven *small* institutions, Wor-Wic ranks second in the percentage of minority full-time credit faculty.

At Wor-Wic, professional development of faculty and staff is important to the continuous growth of the college. The position description for full-time credit faculty states they "must attend faculty professional development activities as scheduled" and "keep current in [their] area of teaching expertise and in instructional methods by attending appropriate professional meetings, conferences or workshops, as well as through continued occupational experiences and literature research" (PPM: Job Description, Full-Time Credit Faculty). In addition, the college encourages and makes available professional development opportunities for part-time faculty.

Wor-Wic supports the professional development of faculty in multiple ways, including an annual professional development day for faculty, funding for conferences, tuition reimbursement for discipline-related higher education courses, and other in-house professional development opportunities. The college's annual professional development day is organized by a faculty committee, and the college allocates $1,500 for expenses. Full-time faculty are required and part-time faculty are encouraged to attend. Per fiscal year, funds are allocated within the operating budget for full-time faculty to attend conferences, such as the Association of Faculty for Advancement of Community College Teaching (AFACCT) conference and various national discipline conferences. Funds are allocated for one full-time faculty member to attend the Virginia Masters Teaching Seminar ($900). The college also provides tuition reimbursement for faculty who continue higher education studies in fields related to their discipline. Further, Wor-Wic hosts several in-house professional development workshops for full-time and part-time faculty. In addition, part-time faculty are provided funding to attend the Maryland Consortium for Adjunct Faculty Professional Development (MCAPD). Part-time faculty are also encouraged and compensated to participate in other professional development opportunities offered by the college. Based on 2013 employee satisfaction survey responses, 89 percent of Wor-Wic faculty agree or strongly agree that there are sufficient professional development opportunities available to them.

Since 2006, the college implemented a new faculty mentoring program as another option for professional development. Through the mentoring program, each new faculty member is assigned a faculty mentor by his/her respective department head to help transition new faculty to the college. The program also aims to foster success in the classroom, encourage creativity in teaching and promote retention efforts. Only faculty who have been promoted are eligible to be mentors which helps new faculty to better understand the requirements for promotion. The faculty mentoring program is evaluated annually to ensure continuous improvement.

Similar to the faculty, administrators and support staff are provided professional development opportunities. Administrators are provided tuition reimbursement to continue higher education courses in fields related to their departmental responsibilities, in-house workshops to expand computer skills, funding to attend meetings and conferences of state, regional, and national affinity groups, and are encouraged to foster leadership within their departments. The support staff host a professional development half-day session each spring that addresses safety, health and nutrition, customer service, and computer skills.

The college's five-year cultural diversity plan expired in May 2014. As a result, the cultural diversity plan has been extended through spring 2015. At that time, the cultural diversity plan will be accessed and realigned with the institutional strategic plan.

Initiatives to Create Positive Interactions and Cultural Awareness

The items herein reflect events and initiatives held in FY 2014 to support the 2009-2014 cultural diversity plan for Wor-Wic Community College:

Goal 1: The college will reconstitute the multicultural events committee as a new cultural diversity committee for inclusion in the Policies and Procedures Manual (PPM) to ensure that progress is being made on the implementation of the cultural diversity plan and to continue coordination of multicultural events.

Presenter	Date	Topic/Title
September 2013 – Hispanic Heritage Month		
Pam Wood	September 20, 2013	"An Evening of Latin Dancing – The Merengue" (Dance Lessons) *Attendance: 28*
October 2013 – National Disability Employment Awareness Month		
Hugh Gregory Gallagher Motivational Theater Group	October 16, 2013	"Taking the 'Dis' out of Disability" (Play) *Attendance: 33*
Film Series: "Human Rights and You!"		
	October 8, 2013	Girl Rising *Attendance: 24*
	October 17, 2013	Brother Outsider: The Bayard Rustin Story *Attendance: 13*
	October 21, 2013	The Boy in the Striped Pajamas *Attendance: 7*
	October 30, 2013	MILK *Attendance: 8*
February 2014 – African-American History Month		
Dr. Dale G. Green, Chair, Historic Preservation Program Morgan State University	February 19, 2014	"The Hill: A Story of Dis-belief…" *Attendance: 23*
March 2014 – National Women's History Month & Irish-American Heritage Month		
Irish-American Authors Barnes & Noble Bookstore, WWCC	March 1 – 30, 2014	Book Display
Irish-American Heritage Month Facts and Events Board	March 1 – 30, 2014	Bulletin Board
Folk Heroes (Band)	March 14, 2014	Irish Band Performance *Attendance: 83*
Dr. Cindy Driscoll, State Fish and Wildlife Veterinarian Maryland Department of Natural Resources	March 19, 2014	"2013 Mid-Atlantic Bottlenose Dolphin Unusual Mortality Event" *Attendance: 28*

Maida Beasley and Jennifer McDorman WWCC Female Student Veterans	March 21, 2014	"Women of Character, Courage, & Commitment," Annual Women's History Month Luncheon *Attendance: 31*
David Ranzan Salisbury University Archivist	March 25, 2014 (Rescheduled April 14, 2014 due to Inclement weather)	"Surviving Andersonville: One Person's Recollection of the Civil War's Most Notorious Camp" *Attendance: 20*
April 2014 – National Poetry Month		
Mark Cox, Master of Fine Arts Program Vermont College	April 4, 2014	Writing Workshop & Poetry Reading (Collaborated with the Arts Club) *Attendance: 57*

Goal 2: Examine and list community resources related to diverse populations to enhance cultural diversity linkages with the college.

Ms. Suzanne Alexander, Director of Counseling and Disability Services, organized and participated in transitional programing and workshops for high school students with disabilities in Wicomico and Worcester County schools and at WWCC. In addition, a tri-county event, Pathways Night, was held at Wor-Wic for the second year in fall 2013 to offer postsecondary educational and career options for all students. The event was attended by over 460 persons, including students and their parents.

Mr. Fred Howard, Financial Aid State Scholarship and Veterans Coordinator, is the advisor to the WWCC Veterans-Military Association. The student club sponsored a bus trip to National Memorial Mall and Smithsonian museums in Washington, D.C. (32 participants). In addition, the club held its annual Veterans Day ceremony on November 11, 2013 (100 participants) and the Memorial Day ceremony on May 23, 2013 (70 participants).

Dr. Deirdra Johnson, Director of Retention and Student Success, conducted a student success workshop with Horizons and the Salisbury School Summer Camp. The mission of Horizons summer program is to provide an academic, cultural and recreational program designed to encourage a diverse group of students from low-income families to realize their full potential. One component of the program includes guest presentations from area professionals that discuss their careers and the importance of goal-setting, education, and perseverance.

Ms. Katherine Jones, Director of Student Activities and the Student Government Association (SGA) advisor, organized programs and events to broaden students' cultural awareness and understanding. The Gay-Straight Alliance, a student club, held a Halloween party on October 29, 2013 that was extended to all students; three student members of the Salisbury University gay-straight alliance attended the event. In celebration of African American History Month, the SGA hosted Salisbury University's World Drum Ensemble on February 13, 2014 and featured music from Ghana (Attendance: 68). Another event to recognize the month included a film screening of The Butler on February 21, 2014 (Attendance: 22). In celebration of Irish-American Heritage Month, Student Activities and the SGA held a film screening of My Left Foot on March 12,

2014 (Attendance: 8). In addition, the Irish Blessing step ensemble performed on March 18, 2014 (Attendance: 250). Student Activities and the SGA sponsored a bus trip to Washington, D.C. for students and staff to attend the city's annual cherry blossom festivities on April 12, 2014 (Attendance: 250).

Ms. Lori Smoot, Director of Career Services, worked with dislocated workers from underrepresented populations through the Maryland One Stop Job Market. Ms. Smoot gave career development presentations for the Joseph House, Big Brothers, and for ethnically-diverse and low-income area middle and high school students visiting Wor-Wic, including the Somerset County Adult Basic Education Program, Wicomico County Transitional Program, Wicomico Mentoring Project, and Wicomico County At-Risk Program. Ms. Smoot continued work with a Career Pathways Grant which included giving presentations at local area high schools in Worcester, Wicomico and Somerset Counties to prepare students for life-long career learning and encouraged students to plan for college. Career Services also hosted two career planning and resume development workshops and an annual job fair that was open to and attended by the community. Smoot is also serving as the project director for a College Preparation Intervention Program in support of the Maryland College Access Challenge Grant Program called Bridges to Achieve Success in STEM (BASIS). The purpose of this program is to raise the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend and succeed in college. The BASIS program will involve Smoot and grant staff working directly with students from Crisfield High School and Washington High School in Somerset County, and will focus primarily on the implementation of a three-week summer bridge program to prepare students to pass the Algebra/Data Analysis High School Assessment or Partnership for Assessment of Readiness for College and Careers Assessment.

Mr. Richard Webster, Director of Admissions, hosted programs at the college for the following ethnically-diverse low income students: Somerset County Adult Basic Education Program, Somerset County Department of Social Services (at-risk middle school children), Tri-County Youth Summit, Horizons (Wicomico County at-risk middle school students), Wicomico County Connections program (middle school students), Wicomico Mentoring Program (at-risk middle and high school students), Wicomico Board of Education "Transitions" program (at-risk juniors and seniors from the county's four high schools), and Worcester County Health Department (at-risk middle school students).

Ms. Ellen Wallace, Financial Aid Grant Coordinator, and Richard Webster, Director of Admissions, hosted three registration sessions for students from the Worcester County Summer Youth Employment Program. The student participants are low income, at-risk, and potential first-generation college students. Students complete an admissions application, financial aid application, diagnostic assessment, a mini-orientation to the college, and then register for classes at the conclusion of the session.

Goal 3: Expand multicultural events to promote cultural diversity on campus.
The aforementioned list of events of the cultural diversity committee (Goal 1) demonstrated the increase in programming through the use of theme months and collaboration with the Arts Club and faculty.

Presenter	Date	Topic
Emilia Phillips, Poet	October 4, 2013	Echoes & Visions Annual Literary Reception *Attendance: 50*
Jen Michalski, Founding Editor, jmww Literary Quarterly	November 7, 2013	Literary Reading *Attendance: 65*
Dr. John Hinshaw, Professor History Lebanon Valley College	March 20, 2014	"Fathers & Sons: Images of Parenting over the Last 10,000 Years" (guest lecturer) *Attendance: 55*

Goal 4: Expand mentoring opportunities for ethnic minority and first-generation students to create a more inclusive atmosphere for students from under-represented populations.
The college obtained funds from the Maryland College Access Challenge Grant Higher Education Student Persistence Program to support two new programs:

1. The STEM Mentoring, Awareness, Retention and Transfer (SMART) grant program seeks to increase the academic success of Wor-Wic's science, technology, engineering and mathematics (STEM) students and to promote seamless transfer and subsequent success of those students as they transition to Salisbury University(SU) or the University of Maryland Eastern Shore (UMES). Wor-Wic partnered with SU, UMES, and the Delmarva Education Foundation to provide mentoring by SU and UMES STEM majors, peer tutoring, career exploration seminars, transfer activities, financial aid and scholarship workshops, and advising to a cohort of at least 40 Wor-Wic students that intend to transfer to SU or UMES and enroll in a STEM major.

Program activities focused on:
- Increasing retention/graduation/transfer rates among participants;
- Improving the understanding of financial aid, financial literacy and scholarship
- opportunities;
- Strengthening academic success among SMART Program participants;
- Enhancing STEM career awareness; and
- Fostering persistence and academic success at SU or UMES (long-term)

Presenter	Date	Topic
Clarence Polk, Retired, Forensic Scientist	October 2, 2013	Forensic Science
Cory Cotton, Assistant Professor, Crop Science and Agriculture University of Maryland Eastern Shore	October 18, 2013	Agribusiness Opportunities
Kristin Paul STEM Coordinator Pocomoke Chamber of Commerce	October 18, 2013	STEM Career Opportunities

Michael Browne, IBM Engineer	October 22, 2013	Engineering Opportunities
Laura Barker WWCC Financial Aid Compliance Coordinator	October 29, 2013	Financial Literacy and Scholarships
Lawrence DiRe, Director, Delmarva Education Foundation	October 29, 2013	Financial Literacy and Scholarships
John Holloway, Owner, Holloway Funeral Home	November 8, 2013	Mortuary Science
Laura Barker, WWCC Financial Aid Compliance Coordinator	February 25, 2014	Financial Literacy and Scholarships
Lawrence DiRe, Director, Delmarva Education Foundation	February 25, 2014	Financial Literacy and Scholarships
Ladesa Eddins, Assistant Director of Admissions Salisbury University	March 11, 2014	Transfer Policies
Tyrone Young, Director of Admissions University of Maryland Eastern Shore	March 11, 2014	Transfer Policies
Jennifer Rafter, Wildlife Educator & Former Aquarium Curator Delmarva Discovery Center	April 15, 2014	Wildlife Education

The SMART grant also supported STEM-related and cultural enrichment trips as listed below:

City	Date	Destination
Baltimore, MD	November 8, 2013	Maryland Science Center
Wallops Island, VA	March 21, 2014	NASA Wallops Island
Washington, D.C.	May 9, 2014	Crime Museum

2. The Inspiring African Americans and Women in STEM Education (I Am WISE) grant program targets low-income African American and female students with an interest in STEM fields. Current students must have a 2.0 cumulative GPA to participate. The aim of the I Am WISE Program is to ensure that Wor-Wic's STEM majors and general studies majors with STEM-focused career goals are aware of the variety of career options available and receive adequate support services to persist, graduate, or transfer to a four-year institution. The grant was awarded in March 2014, and grant activities will begin in summer 2014.

Goal 5: Create and implement hiring guidelines that will help search committee members conduct effective interviews that comply with anti-discrimination laws.
In fall 2013, the human resources department (HR) began using the PeopleAdmin online application system, which allows staff to track applicant demographics to ensure that the college is reaching a culturally diverse applicant pool. Data will be analyzed to determine if different advertising approaches will be necessary.

During the first year of implementation of PeopleAdmin, HR will discuss hiring guidelines with search committee chairs during recruitment efforts, and will review all interview questions prior to interviews being held to ensure the committees' questions are compliant with college and federal standards.

HR researched and obtained approval to develop a more formal training and development program for employees which will include a leadership track. HR is currently designing this program and is finding ways to offer development opportunities on a limited budget. In addition, HR obtained approval to lead supervisor round tables which will cover a variety of HR legal and best practice topics, including discrimination prevention in recruiting and employment practices. During the FY 2015 budget year, HR will continue to offer training opportunities to help employees understand the definition of discrimination and the laws governing it. Onsite instruction will be provided every few years; however, employees that do not attend onsite discrimination prevention seminars and new employees will be required to complete an online training presentation offered by an outside provider.

Goal 6: Develop learning goals related to cultural diversity, where appropriate.
Strategy A: The academic deans and department heads will oversee the development of learning goals related to cultural diversity across the curriculum.
Arts and Humanities
FRN 101 Fundamentals of French 1 – An introductory French course was submitted to the curriculum committee and approved for the fall 2014 semester.

SPN 101 and SPN 102 Fundamentals of Spanish I & II – In SPN 101 and SPN 102, an assignment was created to encourage student interaction with native speakers of Spanish. Students could choose from such options as eating at Hispanic restaurants or attending a religious service in Spanish. Students submitted a critical reflection of the experience. Student comments in the critical reflection indicated that the assignment was a worthwhile activity that broadened their cultural perspectives.

SPN 101 Fundamentals of Spanish I – In SPN 101, an assignment was created that required students to watch a Spanish-language film and write a 300-word reaction paper (this was part of the make-up assignment for days missed when the college was closed due to inclement weather). Given positive feedback from students in the course, the instructor is considering making this activity the focus of the research assignment for SPN 101.

Criminal Justice
CMJ 152 Law Enforcement and Community – The course includes a cultural awareness component where students examine police relationships with culturally diverse groups. The course objectives follow: differentiate between prejudice and discrimination; identify problems with policing a diverse society; and identify strategies to improve relationships with culturally diverse groups.

In addition to the department's credit courses, its correctional academy also emphasizes cultural diversity in a number of courses:

Cultural Diversity and Bias Incident Reporting –This course prepares the student to deal fairly and effectively with culturally diverse communities within society. The student must be acquainted with the basic sociology principal necessary to understand persons of different religions, race, and ethnic backgrounds so as to supplant ignorance and bigotry which brings out unjust and ineffective law enforcement and improper exercise of obligations to all segments of society. This in turn will build trust and partnerships with through respect, dialogue, cooperation, appropriate and effective consultation and communication;

Crimes Against the Elderly - This course provides law enforcement personnel with information to improve their ability to understand and communicate with older people. To communicate effectively law enforcement personnel must understand citizen's expectations, vulnerabilities and fears. They must also understand the different needs that this group of citizens has and that persons over 65 years of age now constitute the fastest growing segment of the U.S. population.

Dealing with the Mentally Ill - This course will acquaint the student-officer with the complex task of handling a disturbed person. It should assist the student-officer to recognize abnormal behavior that is potentially destructive and then intervene effectively. It should stress three objectives at the same time: protect the public, safeguard the officer's own well-being and treat the mentally or emotionally disturbed person as humanly as possible.

Code of Ethics - This course explores the relationship between law and the police, the role and function of the police in a free society, and the range of problems confronting the police. Emphasis is constantly being placed on the need to raise law enforcement to a completely professional status. No professional status is possible until the representatives of law enforcement adopt and maintain a rigid code of professional ethics and conduct. Public respect, cooperation, sympathy and confidence are wholly dependent upon the practice of ethical conduct over and above that of most other segments of society.

Deaf/Blind/Handicapped Persons – This course provides law enforcement personnel with information to improve their ability to understand and communicate with handicapped persons. To communicate effectively law enforcement personnel must understand the different needs that this group of citizen's need.

Radiologic Technology
The Wor-Wic Community College Radiologic Technology program incorporates didactic instruction on cultural sensitivity and cultural competency within RDT 101 Introduction to Radiologic Technology, RDT 102 Radiologic Nursing Procedures I, and RDT 108 Radiologic

Nursing Procedures II. Within these documented courses and the entire clinical practicum, students are required to follow the American Registry of Radiologic Technologists (ARRT) Standards of Ethics and the American Society of Radiologic Technologists (ASRT) Radiologic Technologist Code of Ethics Student radiographers and certified Radiologic Technologists are required to abide by these ethical principles.

The student radiographers' understanding of cultural diversity and sensitivity as each applies to the healthcare arena are assessed through cultural diversity research papers and the clinical practicum professional development.

Strategy B: The dean and directors of continuing education and workforce development will develop (CEWD) courses related to cultural diversity.
The continuing education and workforce development (CEWD) division offered a new course titled Religion, Faith and Spirituality to introduce students to major world religions and unique belief systems in the U.S. In addition, the division's allied health department was involved in a regional effort to submit an EARN (Employment Advancement Right Now) healthcare grant, and enhancing cultural awareness/sensitivity was included in the training modules that will be offered if the grant is funded. Another initiative in the division's planning stages for FY 2015 is a class on cultural awareness in healthcare.

Further, the CEWD division also offered the following new courses to promote an appreciation of cultural diversity: Winter 2014 Session - History of Modern Day Civil Rights Supreme Court Decisions, Why They Fight: Roots of Conflict in the Mideast, and African American History on Delmarva; Spring/Summer 2014 - Three Major Religions of the Western World and "One Nation Under God" – Exploring Religion in the American Short Story.

Strategy C: Service learning opportunities will be expanded to include learning goals related to cultural diversity.
SOC 101 Introduction to Sociology – One section of the course requires students to volunteer in cross-cultural settings where formal application of multiculturalism is experienced in service learning settings. Students must adopt a multicultural/sociological perspective, record their experiences in a journal, and conduct final presentations that include multicultural scenarios. During the last academic year, over 40 students were involved in service learning activities at unique sites in the area. Three service learning experiences of note in FY 2014 are below:

- Stop the Violence - Students volunteered in an after school program in Salisbury, MD that assists minority and at-risk children with homework and provides social and recreational activities.
- Ocean City International Student Services - Students were involved in a program to assist seasonal and full-time international employees with adjusting to life in the U.S., including assistance completing paperwork, informing participants of employer expectations and interview practices, and discussing educational opportunities to further their skills.
- Appalachia Service Project - Students worked as volunteers on housing projects for lower socioeconomic (SES) mountain residents. Students provided residents information on nutrition education, pre-natal education, and recreational programs for children and youth.

References

Policies and Procedures Manual: Job Description, Full-time Credit Faculty

Maryland College Access Challenge Grant Program Final Report – Persistence and Student Success (PASS), May 2012.

Maryland College Access Challenge Grant Program Final Report – African American Student Retention (I Am STEM), May 2013.

Wor-Wic Community College 2011 Internal Environmental Scan

UNIVERSITY SYSTEM OF MARYLAND

2013-2014
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
PROGRESS REPORTS

CLERY ACT ADDEDNUM
Campus hate-based crimes and bias-motivated incidents

Each constituent institution in the University System of Maryland has a recognized police department that handles all reporting and investigation of criminal activity including hate crimes. Each campus complaint is investigated and, if determined to be a hate crime, the incident is appropriately reported in the Clery process. Those statistics are included in the following institutional descriptions. In addition, it should be noted that every campus police department has relationships with the police departments in adjacent jurisdictions, with Memoranda of Understanding in place to define the collaborative relationships with those jurisdictions.

BSU: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

Since 2007, Bowie State University reported zero (0) hate crimes and zero (0) bias related incidents on campus. A copy of our Crime Statistics Data is available at http://www.bowiestate.edu/campus-life/campus-police/clery-act/.

CSU: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

Coppin State University reported no hate-based crimes the previous year.

FSU: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

Frostburg State University reports as follows:

February 2013 - February 2014			
Date	**Location**	**Incident**	**Summary**
2/14/2013	Dunkle Hall	Racial Defacement/ Damage to Property	A faculty member reported that someone had written racial slurs on the wall of a toilet and on a urinal divider in the first-floor men's restroom.
9/20/13	Gray Hall	Racial Defacement/ Damage to Property	The Resident Director reported that someone had written racial slurs on the sidewalk in front of Gray Hall.

SU: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

Salisbury University reports as follows:

Offense	Location	2011	2012	2013
Hate Crime	On campus	0	0	0
	Residence Halls	0		0
	Non-Campus Buildings/Properties	0	0	0
	Public Property Next to Campus	0	0	0

TU: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

Towson University reports as follows:

Spring 2013

Students

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Race/Ethnicity	Verbal, Physical	B	F
Sexual Orientation	Verbal	W	M

Total Verified Spring 2013 Incidents: 2

Summer 2013

Total Verified Summer 2013 Incidents: 0

Fall 2013

Total Verified Fall 2013 Incidents: 0

Total Verified Incidents (Students, Faculty & Staff) 2013: 2

UB: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

University of Baltimore Police Department reported that there have been no incidents since 2011. For the 2013-14 academic year, there were no reports reported to The Office of Community Life and the Dean of Students.

UMB: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

University of Maryland, Baltimore has nothing to report with regard to hate crimes and bias-motivated incidents.

UMBC: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

Date	02/16/2013
Case Number	13-00042
Type	Written
Victim Race	Black
Victim gender	Female
Type Bias	Anti-Black
Narrative	Racist words written on paper door decoration
Disposition	Suspended without leads
Location	On campus dormitory / Residential

Date	03/26/2013
Case Number	13-00099
Type	Written
Victim Race	Graffiti inside bldg.
Victim gender	n/a
Type Bias	Anti-homosexual (not specific as to male/ female)
Narrative	Non-students wrote anti-homosexual words on wall
Disposition	2 Arrests – claimed intoxication
Location	On campus dormitory / Residential

Date	4/10/2013
Case Number	13-00137
Type	Written intimidation
Victim Race	White
Victim gender	Male
Type Bias	Anti-Homosexual (Male)
Narrative	Anonymous email to professor
Disposition	States Atty declined prosecution- Student Judicial referral
Location	On campus non- Residential

Date	05/28/2013
Case Number	13-00216
Type	Verbal intimidation
Victim Race	Male
Victim gender	white
Type Bias	Anti-Homosexual (Male)
Narrative	Message on voice mail
Disposition	Juvenile- warning and Restricted from campus
Location	On campus non- Residential

Date	10/21/2013
Case Number	13-00362
Type	Written
Victim Race	Graffiti outside bldg.
Victim gender	n/a

Type	Anti-homosexual (not specific as to male/ female)
Narrative	Graffiti inside bldg.- believed non-students
Disposition	Suspended without leads
Location	On campus dormitory / Residential

UMCP: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

University of Maryland, College Park reports as follows:

Total for 2012/2013 Academic Year: 4
Ethnicity: 2
Racial: 2
1 Student and 1 Faculty/Staff victim (others in public areas, no specific target)

<u>Fall 2012</u>

Type: Ethnicity – Anti-Ethnicity/Nationality (Arab) – Vandalism
Victim: Arab Studies Department / Society
Suspect: Unknown
Reported by: Faculty/Staff to Police
(2012-00036009)

Type: Ethnicity - Anti-Ethnicity/Nationality (Arab) – Written Intimidation
Victim's Race: White
Victim's Gender: Male
Suspect: Unknown
Involved: Student victim
Reported by: Student, Faculty/Staff
(2012-00052883)

Type: Racial – Anti-Black Vandalism
Victim: Unknown (in public area / no specific target)
Suspect: Unknown
Reported by: Resident Life to Police
(2012-00045845)

Type: Racial – Anti-Asian/Pacific Islander Vandalism
Victim's Race: Asian/Pacific Islander
Victim's Gender: Male
Suspect: Unknown
Involved: Faculty/Staff victim
Reported by: Faculty/Staff to Police
(2012-00051520)

<u>Spring 2013</u>

No complaints to Police

UMES: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

University of Maryland Eastern Shore had no campus hate-based crimes or bias motivated incidents.

UMUC: CLERY ACT Addendum to 2013-2014 Cultural Diversity Report:

University of Maryland, University College had no such reported incidents.

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Introduction

This report was prepared in accordance with the Cultural Diversity Report guidelines prepared by the Maryland Higher Education Commission (MHEC). 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 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. Our core value of Diversity is defined 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 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 Executive Vice President and General Counsel, 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 and Executive Vice President and General Counsel).

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 2012 and fall 2013, the percentage of non-African-American students increased from 13 percent to 15 percent. The non-African-American undergraduate student population remained steady at 11 percent. The non-African-American graduate student population grew from 21 percent to 27 percent due to an increase in students from foreign countries, most notably Saudi Arabia. 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.

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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.   Over the past year, the OHR has aggressive placed job postings with Maryland Workforce Exchange, Department of Rehabilitative Services (DORS), and Maryland Department of Veteran Affairs.   Additional advertisement was placed though various media outlets such as HigherEDjobs.com, The Chronicle of Higher Education, The Washington Post, The Nursing Spectrum, The Association of Fundraising Professionals (AFP), The National Collegiate Athletic Association (NCAA), The Baltimore Sun, Inside Higher Ed, National Association of Student Financial Aid Administrators, and Eastern Association of Student Financial Aid Administrators. In fall 2013, one fifth of full-time staff were non-African-American. This percentage has been fairly consistent since 2008. During FY 2013, the University hired 118 contractual and regular employees. This included 9 (7.6%) employees of diverse background.

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 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.

The Office of Equal Employment Opportunity Programs (OEEOP) began several new diversity initiatives in FY 2013. The OEEOP is charged with University compliance regarding the BSU Affirmative Action Plan, including established objectives and implementation; oversight for Title IX, sexual misconduct policy and procedures for employees and students; EEO complaint processing and training for employees and students; as well as ADA accommodation requests and accessibility initiatives. The aforementioned areas of equal opportunity compliance support and promote the University's efforts to recruit and retain a diverse employee and student population across protected and historically underrepresented populations.

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Several dynamic initiatives have been undertaken in the area of Affirmative Action Compliance. Pursuant to the University's Affirmative Action Plan, the OEEOP increased efforts to attract diverse applicant pools for historically underrepresented groups in the workforce, as defined by law: minorities, women, veterans and individuals with disabilities. The OEEOP began periodic review of positive outreach efforts for veteran and individuals with disability recruitment. Since FY 2012, The OEEOP identified two additional state agencies and through coordination with the Human Resources Department, job announcements are posted with the following agencies: *Maryland Department of Veteran Affairs* and the Prince George's County *One Stop Career Center.*

The OEEOP has worked to ensure the collection of appropriate demographic (voluntary) tracking for applicants and employees to assist in the careful systematic review of personnel processes and demographic information. This assists in the development of enhanced programs, services and personnel practices to increase awareness, recruitment and retention of highly-qualified individuals from historically underrepresented populations. OEEOP provided a revised EEO/AA equal opportunity statement for inclusion in student brochure materials and employment applications.

To ensure affirmative action and equal opportunity compliance, the OEEOP began onsite interview training for staff and faculty search committees regarding the purpose and process for structured interviewing. The OEEOP increased comprehensive EEO Compliance Course training for supervisors and other employees, addressing harassment, discrimination and retaliation as well as attention on the employee disability accommodation process and hiring.

The OEEOP submits articles to the quarterly Human Resources Newsletter for dissemination of EEO topics and related substantive information to employees. In addition, the Office chaired the Title IX Sexual Misconduct Board to discuss and further implement University policies and protocols regarding employee and student protections against sex discrimination in accordance with state and federal law. The Sexual Misconduct Board began draft of the Sexual Misconduct Policy.

The OEEOP actively participated in the Campus Community Response Team which is a University led community forum providing educational tools, intervention technique and the development of appropriate response to campus sexual violence.

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 remained steady between 2012 and 2013 at 72 percent.

The University also sponsors faculty and staff members for H-1B Visas. During FY 2013, the University sponsored 4 faculty and staff members from countries that included India, Japan, Nigeria, and Singapore. In addition, two of the faculty members were also sponsored for Permanent Residency (Green Card).

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 ongoing 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 Center for Global Engagement (CGE), the Office of International Programs and the International Student Office all support international awareness. The CGE organizes programs and activities designed to promote awareness of international issues. In FY 2013, the CGE inaugurated the Martin Luther King Conference and Lecture Series and the Kwame Nkrumah Conference and Lecture Series. In addition, the CGE hosts an international week event each year. The Office of International Programs has been expanding study abroad opportunities. The University is also focusing on making the transition easier for international students. The Student Affairs division created an International Student office four years ago to serve as the one-stop-shop for these students and to bring international student concerns to the University's attention. These offices played an important role in welcoming a large number of foreign students entering in fall 2013.

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-- 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.

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Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	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	4747	85%	1739	3308
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	7	0%	4	3
Asian	91	2%	26	65	92	2%	24	68	80	1%	31	49	79	1%	34	45	93	2%	39	54	92	2%	40	52
Hispanic/Latino	95	2%	34	61	99	2%	34	65	103	2%	36	67	131	2%	48	83	135	2%	47	88	144	3%	46	98
White	266	5%	80	186	234	4%	73	161	227	4%	68	159	214	4%	65	149	198	4%	51	147	201	4%	50	151
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	7	0%	0	7
Two or more races	0	0%	0	0	0	0%	0	0	5	0%	1	4	48	1%	13	35	100	2%	22	78	141	3%	45	96
Unknown/Foreign	179	3%	70	109	200	4%	74	126	190	3%	64	126	161	3%	66	95	150	3%	61	89	222	4%	102	120
Total	5483		1910	3573	5617		1944	3673	5578		1980	3598	5608		2067	3541	5421		1940	3481	5561		2026	3535

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	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	164	72%	74	90
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	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	10	4%	7	3
Hispanic/Latino	12	5%	9	3	14	6%	9	5	10	4%	5	5	10	4%	5	5	9	4%	5	4	10	4%	6	4
White	45	21%	29	15	40	17%	26	14	37	16%	23	14	36	16%	22	14	34	16%	21	13	36	16^	22	14
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	1	0%	0	1
Two or more races	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	1	0%	0	1	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	6	2%	4	2
Total	219		112	106	230		117	113	229		116	113	226		111	115	216		107	109	228		113	115

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	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	305	80%	186	186
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	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	8	2%	3	5
Hispanic/Latino	7	2%	2	5	7	2%	3	4	10	3%	7	3	8	2%	5	3	6	2%	4	2	5	1%	3	2
White	28	8%	11	17	27	8%	9	18	25	7%	8	17	31	9%	10	21	38	10%	12	26	38	10%	11	27
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	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	1	0%	0	1
Unknown/Foreign	23	7%	7	16	29	8%	10	19	27	8%	9	18	33	9%	10	23	14	4%	7	7	23	6%	11	12
Total	336		139	197	342		139	203	338		131	207	355		138	217	365		139	226	380		147	233

Source: EDS

COPPIN STATE UNIVERSITY

REPORT ON CULTURAL DIVERSITY INITIATIVES

April 2, 2014

Office of the Provost and Vice President for Academic Affairs
2500 W. North Avenue
Baltimore, MD 21216
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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 is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

<u>Goals Related to the Mission</u>

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. These experiences are also expanded to a growing number of students in surrounding such areas as Montgomery, Prince Georges, and Howard Counties, many of which are non-traditional and transfer students.

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. In the past, Coppin Academy (the secondary high school) ranked 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 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.

To address the goals in the University System of Maryland's (USM) Strategic Plan, *Powering Maryland Forward*, the university has aligned its strategic plan to the systems five themes and key goals/strategies. Based on our vision and mission, Coppin State University adopted the following overarching goals for 2013 to 2020. The objectives and priorities are highlighted for this document.

Goal 1: Increase College Completion Rates.

This goal focuses on Recruitment, Retention and College Completion. The University will contribute to the goal of increasing college completion rates.

Goal 2: Ensure that Coppin's Graduates are Competitively Prepared for Entry into the Workforce and First-Time Graduate & Professional Schools.

Coppin will continue to prepare students for Maryland's workforce, particularly in such critical areas as nursing, education, and information technology. Deeply rooted in Coppin's history is a belief that education is the primary means by which individuals and communities advance economically, socially, morally and intellectually.

Goal 3: Transform Coppin's Instructional Modalities to Improve Teaching and Learning. Increase Coppin's Engagement in the Community.

Coppin is committed to improving its delivery of instruction and enhancing program offerings. The institution will focus on transforming the academic model to improve teaching and learning and will increase university engagement in the community through service learning and faculty scholarly activities.

Goal 4: Improve Stewardship and Effectiveness of Coppin's Resources.

Strategies have been developed for improving administrative operations that include creating a culture of accountability, leveraging existing resources to improve effectiveness, aligning the university's budget to the Strategic Plan, enhancing business and financial planning, aligning fundraising goals with the university's strategic priorities, engaging in environmental stewardship and restoring the Office of Sponsored Programs and Research to increase external funding.

Goal 5: Invest in and Support People, Programs, and Facilities.

This goal is critical to improving academic programs and facilities, hiring/retaining highly qualified faculty, staff and recruiting the best and brightest undergraduate, graduate and first-professional students. The university will continue to engage its faculty/staff/students in shared governance and services, strengthen its legacy of teacher preparation and empowering students to be transformational leaders, seek funds to build and maintain world-class facilities, and use marketing strategies to "brand" Coppin.

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. In AY 2012-2013, the university reported an average of 8.0 course units taught by tenured and/or tenure-track (core) faculty. However, last year, the university reported an average of 7.9 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 change in faculty's average units taught aligns directly with efforts to recruit a diverse and qualified 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 members 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 2013-14, the University had 287 members of personnel classified in a type of faculty position. This number is a minor drop from the previous academic year which was reported to be 290 members of personnel who were faculty positions (full-time faculty; part-time faculty members). Out of the 287 faculty members, 51% are full-time and 49% are part-time.

2008-2013 Demographic Profile of All Faculty Members

TABLE 1: Faculty Comparisons																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80	91	150	233		98	135	258	83	112	146	233		98	135	227	78%	93	134
American Indian or Alaska Native	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0%	0	0
Asian	13	4	10	3	14		10	4	16	5	11	5	14		10	4	16	6%	12	4
Hispanic/Latino	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0
White	37	12	27	10	43		29	14	37	12	25	12	43		29	14	41	14%	27	14
Native American or other Pacific Islander	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0%	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	2%	4	2
Did not self-identify	9	3	4	5	1	0	1	0	1	0	1	0	1	0	1	0	0	0%	0	0
Total	301	100	132	169	292	0	138	158	312	100	149	163	292	0	138	158	290	100%	136	154

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 decrease in the number of staff members between AY 2011-2012 and AY 2012-2013. One Hundred and three staff members either retired or their positions became vacant for several reasons (redundancy, restructuring, departure from university, etc.). Both male and female staff members were decreased. Overall, male staff members decreased by 43 while female staff members decreased by 60. However, there was a slight increase in the number of white male staff members.

2008-2013 Demographic Profile of All Staff Members

TABLE 1: Staff Comparisons																			
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	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	374	88%	148	226
American Indian or Alaska Native	0	0	0	0	1	0	0	1	3	1	1	2	4	1	2	2	0	0%	0	0
Asian	13	3	9	4	14	3	10	4	18	4	14	4	14	3	10	4	12	3%	9	3
Hispanic/Latino	2	0	1	1	2	0	1	1	0	0	0	0	1	0	0	1	0	0%	0	0
White	20	4	12	8	27	6	17	10	32	6	21	11	37	7	25	12	37	9%	27	10
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	3	1	1	2	3	1%	2	1
Did not self-identify	2	0	0	2	3	1	3	0	4	1	4	0	6	1	4	2	1	0%	1	0
Total	447	100	170	277	456	100	186	270	514	100	218	296	530	100	230	300	427	100%	187	240

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 where diversity is the central theme. 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 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. Coppin State University encourages and supports the increased involvement of males from various ethnic and cultural backgrounds. Since the program's inception, FMI reports an 80% retention rate in the 2nd year of its program participants.

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, European countries such as Serbia and Russia, countries in 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 academic year, the University received over 290 transfer students 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.

Enrollment

The following table provides a demographic profile of students. Overall, the University experienced a decrease in enrollment between AY 2011-2012 and AY 2012-2013. However, there was an increase in the number of White and Hispanic students.

2008-2012 Demographic Profile of All Students

TABLE 1: Student Comparisons																			
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	347	86	722	2751	335	88	766	2587	332	88	764	2562	3,484	91%	849	2635	3038	90%	761	2277
American Indian or Alaska Native	4	0	2	2	2	0	1	1	5	0	2	3	4	0%	0	4	3	0%	2	1
Asian	10	0	0	10	9	0	3	6	9	0	4	5	39	1%	17	22	34	1%	10	24
Hispanic/Latino	17	0	8	9	16	0	6	10	26	1	7	19	34	1%	6	28	46	1%	12	34
White	90	2	25	65	51	1	19	32	61	2	24	37	66	2%	26	40	74	2%	25	49
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	36	1%	11	25	36	2%	25	43
Did not self-identify	451	11	139	318	370	10	109	261	373	10	101	272	150	4%	38	112	120	4%	29	91
Total	405	100	896	3155	380	100	904	2897	380	100	902	2898	3813	100%	947	2866	3383	100%	864	2519

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 2014

Executive Summary

This report and associated demographic data provided in Appendix A outline Frostburg State University's significant progress over the last six years toward achieving the objectives established in its 2008 Cultural Diversity Program. The University continues to implement and evaluate strategies and initiatives according to their contributions to the following diversity goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First Generation Students
3. Enhance the Cultural Diversity of Faculty and Staff
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity
5. Promote the Understanding of International Cultures

Frostburg State University continues to commit resources to recruiting and enrolling a growing number of undergraduate minority and first-generation students (**Goal One**). The minority student population at Frostburg represented 36.5% of its overall undergraduate population in the fall of 2013. Additionally, the number of undergraduate minority students enrolled at the University has increased 43.7%, from a total of 1,196 minority undergraduates in fall 2008 to 1,719 in fall 2013.

One important strategy to increase minority enrollment is purchasing minority names from the pool of students who take the PSAT in their junior year of high school. Other strategies include University-sponsored bus trips to Frostburg from primarily minority high schools, college-readiness programs such as Upward Bound that help to prepare underrepresented students for postsecondary education at Frostburg, and the recruitment of minority students attending Maryland community colleges.

Over the last six years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students (**Goal Two**). For the fall 2012 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (80.0%) and minorities (78.0%) exceed that of the total student population (77.0%). The retention rates for all three of these groups has increased significantly - from 77.0% (cohort fall 2011) to 80.0% (cohort fall 2012) for African Americans, from 74.0% (cohort fall 2011) to 78.0% (cohort fall 2012) for all minorities, and from 72.0% (cohort fall 2011) to 77.0% (cohort fall 2012) for all first-time, full-time students. Six-year graduation rates also rose over the reporting period (cohort year 2006 to cohort year 2007): from 41.0% to 44.0% for African-Americans, from 39.0% to 43.0% for all minorities, and from 44.0% to 47.0% for all first-time, full-time students.

The University has implemented a number of new programs designed to increase further student retention and graduation rates. These programs include the Championship Forum, Student Support Services, the Beacon Early Alert System, the First-Year Experience Program, Closing the Achievement Gap, and potentially the Student Success Collaborative program. These programs emphasize intrusive advising, close academic monitoring and early intervention, professional tutoring, assistance with financial aid and career exploration, and other measures designed to help students succeed at the University. The University also plans to create a new comprehensive advising center designed to serve all undergraduates.

The Cultural Diversity Program involves strategies intended to increase the number of minority faculty and staff at the institution (**Goal Three**). As of November 2013, Frostburg State University's workforce consisted of 1,068 full and part-time employees (392 faculty and 676 staff members). The percentage of tenured/tenure-track minority faculty members remained constant at approximately 14.0% in both 2012 and 2013.

As part of its Cultural Diversity Program, the University has progressively implemented the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies. Under this plan, all search committees must appoint a member to oversee minority recruitment efforts. In addition, job announcements are

sent to historically black institutions and a contact list is used within the Office of Human Resources to attract the most diverse applicant pool.

In November 2013, Frostburg's Office of Human Resources developed its Leadership Initiative Program to provide managers with training that will lead to greater employee advancement and retention. An important goal of this program is helping to build among Frostburg employees the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

The action priorities of Frostburg's Cultural Diversity Program and its strategic plan help to build intercultural understanding and broaden cultural awareness on campus by encouraging students to engage with cultures different than their own (**Goal Four**). Two campus bodies that help to address these priorities are the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) and the Diversity Center.

The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) promotes 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 PACDEI has been actively engaged in implementing its strategic plan for AY 2013-2014. Work groups were established to focus on the council's four primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; and supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff. A full report will be issued at the end of the academic year.

The University's Diversity Center continues to work toward increasing students' cultural intelligence levels by helping them develop the skills needed to work effectively within Frostburg's diverse community and the greater global universe. The addition of an Assistant Director has increased significantly the visibility of the center, resulting in a more diverse population becoming aware of and utilizing its services.

The Diversity Center also 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. In addition, the center also serves as an advising and support resource for student organizations that focus on diversity issues. The organizations that worked directly with the center this past year were: the Black Student Alliance (BSA), the Latin American Student Organization (LASO), BTGlass, the Hillel (Jewish Student) organization, the National Council of Negro Women (NCNW) and Iota Phi Theta Fraternity, Inc. During this time period, the center was able to strengthen the Latin American Student Organization by providing direct, intense advising and support. This resulted in an increase in membership, programming, and visibility. Additionally, the center supported students in establishing a new organization, the Japanese Cultural Club.

The Diversity Center staff also collaborated with members of the President's Advisory Council on Gender-Based Violence to create a Safe-Zone Training program. During the fall 2013 semester, 41 faculty, staff, and students participated in the training, which was again offered in February 2014 in an effort to provide on-going support and training to Safe Zone mentors. The center also teamed up with the President's Advisory Council on Diversity, Equity, and Inclusion to hold several focus groups in an effort to hear from a variety of students about their experiences at Frostburg as well as their thoughts on the campus climate in relation to diversity, equity, and inclusion.

The Center for International Education (CIE) places an emphasis on recruiting international students in order to help promote the understanding of international cultures at Frostburg (**Goal Five**). The University enrolled 91 students from 21 countries in fall 2013. Since fall 2007, when only 28 international students attended the University, the number of international students at Frostburg has increased by 225 percent.

In 2013, Frostburg State University added strong partnerships with several overseas universities to increase international enrollment and further diversify the student body. The University also welcomed 63 exchange students and eight visiting exchange professors from partner universities. Students study English and academic courses in their major areas while visiting faculty members observe teaching methods and conduct research for their home institutions.

The CIE emphasizes academic success and intercultural interaction between international students and the campus community. Frostburg offers English as a Second Language (ESL) courses for international students to assist this process. Additionally, many cultural activities are offered each month on the campus to help integrate students and introduce intercultural communication. The CIE continues its strong support of intercultural interaction by planning a cultural fair each semester for international students to share their customs.

The CIE also works diligently toward increasing global opportunities for its students and faculty. A total of 55 students enrolled in study abroad programs in 2013. Center staff visited classrooms to promote study abroad, hosted the bi-annual study abroad information fair, held bi-weekly information sessions with prospective and past study abroad students, and promoted study abroad at Admissions open house events throughout the year. Each of these activities has been successful in increasing interest and enrollments.

The reporting period saw the creation of several faculty-led programs, which provided opportunities for faculty, staff, and students to study abroad. The College of Education study abroad focused on visiting the classrooms of Ireland to better understand teaching methods and concepts. The College of Business' Global Experiential Learning trips to China and Peru were open to all majors and focused on the business and leadership cultures of each respective country. Students visited local businesses and cultural landmarks, interacted with local culture, and attended leadership development conferences.

Another international opportunity for students and faculty at Frostburg State University is the President's Leadership Circle (PLC). The PLC is an elite group of exceptional students nominated by faculty and staff members. In the past, PLC students have testified in front of state legislature, shadowed the University President, networked with alumni, and made other lifetime connections. These experiences also include trips to China, the United Arab Emirates, Uganda, the Czech Republic, and Ecuador.

Frostburg State University continues to sponsor events that promote intercultural communication on campus. Monthly social and cultural activities offered by the CIE are designed to aid international students in the intercultural communication process. The programs of the Chinese Culture Club and the musical and theatrical performances sponsored by the Cultural Events Series program also help to promote greater intercultural communication and understanding on campus.

Introduction

Section I. Implementing and Evaluating Frostburg's Cultural Diversity Program

This report and associated demographic data provided in Appendix A outline Frostburg State University's significant progress over the last six years toward achieving the objectives established in its 2008 Cultural Diversity Program. The University continues to implement and evaluate strategies and initiatives according to their contributions to the following diversity goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students

2. Increase the Retention and Graduation Rates of Undergraduate Minority and First Generation Students

3. Enhance the Cultural Diversity of Faculty and Staff

4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity

5. Promote the Understanding of International Cultures

The second section of the report, *Increasing the Number of Traditionally Underrepresented Groups Among Students, Faculty, and Staff*, details strategies that promote cultural diversity by recruiting, enrolling, retaining, and graduating an increasing number of undergraduate minority and first generation students (Goals 1 and 2). Also evaluated are strategies that enhance the diversity of Frostburg's faculty and staff (Goal 3).

Cultural diversity is highly valued among all members of the campus community. Section III, *Creating Cultural Awareness among Students, Faculty, and Staff*, discusses and evaluates Frostburg's strategies to foster wide-ranging awareness of diversity issues (Goal 4), including those that help to increase sensitivity to global perspectives and ideas among campus constituencies (Goal 5).

Section II. Increasing the Number of Underrepresented Groups among Students, Faculty, and Staff

As part of its Cultural Diversity Program, Frostburg State University continues to commit significant resources to the recruitment, enrollment, and retention of students from underrepresented minority groups. In addition to strategies that strive to increase student diversity, several initiatives focus specifically on recruiting and retaining a diverse faculty and staff.

Goal One: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students

The minority student population at Frostburg represented 36.5% of its overall undergraduate population in the fall of 2013. Additionally, the number of undergraduate minority students enrolled at the University has increased 43.7%, from a total of 1,196 minority undergraduates in fall 2008 to 1,719 in fall 2013 - see Table 1 in Appendix A. African-American student headcount has grown by 26.7% over the last six years, from 1,004 in fall 2008 to 1,272 in fall 2013.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

The Admissions Office has consistently purchased a significant percentage of minority names over the last six years from the pool of students who take the PSAT in their junior year of high school. Table 1 shows that minorities represented 26.0% of the total names purchased for the fall 2008 entering freshman class, as compared to 29.1% for the fall 2013 class.

Table 1
Student Search Service Comparisons
Fall 2008 to Fall 2013

Race/ Ethnicity	Fall 2008 Entering Class		Fall 2009 Entering Class		Fall 2010 Entering Class		Fall 2011 Entering Class		Fall 2012 Entering Class		Fall 2013 Entering Class	
	N	%	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%	1,638	4.6%
African American/Black	5,150	13.7%	5,292	13.2%	5,709	13.9%	4,886	13.6%	4,951	13.8%	4,607	12.8%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%	175	0.5%	189	0.5%
Asian	2,901	7.7%	3,423	8.6%	3,608	8.8%	3,384	9.4%	3,405	9.5%	3,651	10.2%
Hispanic/Latino	1,551	4.1%	1,843	4.6%	2,003	4.9%	1,812	5.0%	1,917	5.4%	2,016	5.6%
White	26,317	70.2%	27,671	69.3%	28,041	68.2%	24,348	67.7%	23,793	66.4%	23,787	66.3%
All	37,498	100.0%	39,955	100.0%	41,096	100.0%	35,976	100.0%	35,823	100.0%	35,888	100.0%

Data Source: PeopleSoft Queries F08, F09;orig SSS file F10, F11,F12,F13

Familiarizing Select High School Students, Teachers, and Administrators with Frostburg's Programs and Services

Over the reporting period, the Office of Admissions hosted approximately 450 prospective fall 2013 students during 15 different University-sponsored bus trips to Frostburg from primarily minority high schools. Additionally, 58.9% of prospective fall 2013 students attending Admissions-sponsored receptions were minorities (63 of 107 students).

Enhancing and Promoting College-Readiness Programs

College-readiness programs help to prepare underrepresented students for postsecondary education at Frostburg. Over the last three years, the grant-based Upward Bound program has served a total of 118 students, and 18.6% 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 Frostburg's Upward Bound Regional Math/Science Center. An average of 63% of program participants over the last five years self-identified as minorities. Of the 209 former program participants who graduated from high school by 2008, 192 (92%) subsequently enrolled at a college or university and 119 (62%) of those enrolled obtained a bachelor's or associate's degree. Fifty-seven percent (57%) of the degrees 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 recruit additional minority first-time students, the Office of Admissions also commits resources toward admitting more students who transfer to Frostburg from Maryland community colleges, and an increasing number of these transfer students are from minority groups. Table 2 shows the number of new minority transfer students has grown from a total of 50 students in fall 2008 to 134 in fall 2013, representing a 168% increase.

Table 2
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2013

Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	5	1.3%	7	1.7%	6	1.5%	3	0.6%	3	0.6%	5	1.0%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%	78	16.7%	86	17.0%
Amer Ind or Alaska Nat	1	0.3%	3	0.7%	.	.	1	.	1	.	1	.
Asian	4	1.1%	2	0.5%	2	0.5%	4	0.9%	8	1.7%	9	1.8%
Hisp/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%	12	2.6%	18	3.6%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%	320	68.4%	309	60.9%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%	34	7.3%	59	11.6%
Hawaiian	.	.	.	.	.	.	.	.	1	.	.	.
Two or More Races	.	.	.	.	.	.	13	2.8%	11	2.4%	20	3.9%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%	468	100.0%	507	100.0%

Data Source: Enrollment Information System File (EIS)

Goal Two: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students

Over the last six years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students. For the fall 2012 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (80.0%) and minorities (78.0%) exceed that of the total student population (77.0%). The retention rates for all three of these groups increased significantly - from 77.0% (cohort fall 2011) to 80.0% (cohort fall 2012) for African Americans, from 74.0% (cohort fall 2011) to 78.0% (cohort fall 2012) for all minorities, and from 72.0% (cohort fall 2011) to 77.0% (cohort fall 2012) for all first-time, full-time students. Six-year graduation rates also rose over the reporting period (cohort year 2006 to cohort year 2007): from 41.0% to 44.0% for African-Americans, from 39.0% to 43.0% for all minorities, and from 44.0% to 47.0% for all first-time, full-time students.

The University has implemented a number of new programs intended to increase student retention and graduation rates, including *The Championship Forum*, Student Support Services, the Beacon Early Alert System, the First-Year Experience Program, Closing the Achievement Gap, and potentially the Student Success Collaborative program. Frostburg also plans to create a new comprehensive advising center designed to serve all undergraduates.

The Championship Forum Program

For a second year, Frostburg was awarded a Maryland College Access Challenge Grant in the amount of $32,111 to operate a program with the purpose of improving the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The target enrollment was 50 students. The main components of the program, entitled *The Championship Forum*, are: intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, and personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of $250 each semester. The original grant period was March 2013 to February 2014, and the University was awarded another Maryland College Access Challenge Grant in March 2014 for the period March 2014 to April 2015. Of the 52 students who participated in the program of fall 2013:

- 86.5% (45 of 52) identified as African-American, Hispanic, or multi-racial
- 92.3% are in good academic standing with a minimum cumulative GPA of 2.0
- 88.5% (46 of 52) returned for the spring 2014 semester

Student Support Services

Student Support Services (SSS) is an educational opportunity program funded by the U.S. Department of Education that serves 275 eligible Frostburg State University students. The program's mission is to provide services to students who are academically-underprepared, low income, first generation, or with disabilities in an effort to foster a supportive environment and help them persist to graduation. The services of SSS include intrusive advising, professional tutoring, academic monitoring through Beacon early alert system (see below), academic skills instruction, assistance with financial aid, and career exploration. The following represent relevant SSS participant data:

- 89.6% of AY 2013-2014 SSS participants were first-generation students
- 67.7% of AY 2013-2014 SSS participants are minority
- 89.3% of fall 2011 cohort of first-time, full-time students who participated in Student Support Services were retained in fall 2013
- 93.2% of all AY 2011-2012 SSS participants were in good academic standing
- 55.6% of the fall 2007 cohort of first-time, full-time students who participated in SSS graduated within six years

Beacon Early Alert System

Frostburg has seen a dramatic increase in the number of faculty and staff utilizing the Beacon early alert system - from 71 users in spring 2013 to 142 in spring 2014. As a result, there has been a marked increase in communication among faculty, students, advisors, and academic support staff regarding students who are struggling academically. Early intervention with students who are dealing with a difficult transition to college or who are not familiar with college expectations and procedures, as is often the case with first-generation students, can mean the difference between persistence and attrition. For the future, the University plans to:

- Expand campus-wide use of Beacon and explore the feasibility of participating in the Education Advisory Board's Student Success Collaborative for at-risk students
- Provide workshops and trainings for faculty and staff who advise and teach freshmen
- Devise a method to ensure updates and alerts are read and addressed in a timely and appropriate manner
- Ensure an administrative structure capable of supporting full-scale implementation
- Devise protocols to isolate data on students in traditionally underrepresented groups targeted under the Achievement Gap
- Encourage faculty and staff to more routinely report students who are demonstrating various levels of disengagement, including such indicators as failure to complete assignments and missing classes.

First-Year Experience Program

The University continues to recognize the critical nature of students' first year on campus and provides opportunities to better integrate them into campus life, both socially and academically. Frostburg is currently conducting a thorough review of its First-Year Experience (FYE) program that includes analysis of retention rates and academic performance. Results of this assessment will be used to improve upon the FYE program, maximize the benefits of the current Introduction to Higher Education (IHE) course and learning communities, and strengthen retention rates into sophomore year. For the future, the University plans to:

- Enhance and identify programs for second-semester freshmen
- Further define the roles of the IHE and academic advisors, including strategies such as intrusive and strengths-based advising

- Devise initiatives to maintain students' level of engagement through the sophomore year, to include a requirement that freshmen and sophomores live on campus
- Study and identify issues relative to the process for the declaration of major
- Identify how academic departments welcome and orient students to their majors and make recommendations for improving this process
- Study student cohorts with developmental placements
- Enhance the Peer Advisor/Mentor program for students to build networks on campus and help them to reach their potential
- Study benefits for mentors and mentees
- Identify academic coaches for students violating alcohol and drug policies

Closing the Achievement Gap

Frostburg State University's Closing the Achievement Gap initiative places a priority on at-risk students' progression and timely graduation. The following are overall strategies to help facilitate student success, primarily for lower income African-American and Latino students, as well as males:

- Increasing financial support for low income students
- Establishing fundraising initiatives specific to scholarships for Achievement Gap students
- Seeking grant funding from MHEC, USM, and other governmental and private entities
- Providing more opportunities for student on-campus employment
- Establishing a program to raise students' financial literacy
- Informing faculty and staff of financial aid opportunities, rules, and regulations
- Incorporating alumni giving in the available funding for students in need
- Establishing new scholarships with public funds, such as the Allegany County Opportunity Scholarship

Student Success Collaborative

The University is also currently exploring the feasibility of participating in the Student Success Collaborative. Offered by the Education Advisory Board, this program includes data analytics and predictive modeling that mine University data to identify at-risk students and uncover systemic obstacles to degree completion. By participating in this program, Frostburg will be able to more systematically identify critical courses and grades that predict the likelihood of student success in specific majors. Consistent and informed use of this information could significantly improve academic advising on campus.

New Academic Advising Center

The University plans to create a new comprehensive advising center designed to serve all undergraduates. This Academic Advising Center will provide a system of individualized advising and intervention to assist students in developing strategies for personal problem solving. The center will also monitor freshmen student engagement through a support network that will include faculty, academic advisors, coaches, and peer mentors. Frostburg is confident that the center's successful implementation will significantly improve both retention and graduation rates.

Goal Three: Enhance the Cultural Diversity of Faculty and Staff

As of November 2013, Frostburg State University's workforce consisted of 1,068 full and part-time employees (392 faculty and 676 staff members). The percentage of tenured/tenure-track minority faculty members remained constant at approximately 14.0% in both 2012 and 2013 - see Table 2 in Appendix A. Also for 2013, non-tenure/tenure-track minority faculty members were employed at a rate of 6.2% (a 1.4% increase

from 2012) and minority staff members at a rate of 5.0% (a 2.1% decrease from 2012) - see Table 3 in Appendix A.

<u>Implementing the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies</u>

As part of its Cultural Diversity Program, the University has progressively implemented the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies. Under this plan, all search committees must appoint a member to oversee minority recruitment efforts. In addition, job announcements are sent to historically black institutions and a contact list is used within Office of Human Resources to attract the most diverse applicant pool.

In November 2013, Frostburg's Office of Human Resources developed its Leadership Initiative Program to provide managers training that will lead to increased employee advancement and retention. The goals of this program include:

- Enhancing participant knowledge, skills, and competencies in leadership while developing their ability to manage change.
- Improving supervisory skills, methods, and practices.
- Increasing awareness of supervisory styles and developing increased ability to adapt to different styles of behavior.
- Raising awareness of conflict styles and effective approaches to conflict resolution.
- Building a fundamental understanding of current employment, labor laws, and regulations that impact the workplace.
- Helping to build the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

<u>Expanding Efforts to Attract and Retain Eminently Qualified African-American Faculty and Staff</u>

Within the Academic Affairs Division, 33 faculty searches were conducted in FY 2014, with 2.4% of the positions filled by minority applicants. In the College of Arts and Sciences, two Asian faculty members were added to the Physics and Engineering department. The Computer Science department also added two Asian faculty members. Three Asian faculty members were hired within the College of Business, and the College of Education added one non-tenure track Black/African American faculty member. The University administration conducted 35 searches in FY 2014. Of these searches, minorities filled 1.5% of the hires.

Section III. Creating Cultural Awareness among Students, Faculty, and Staff

Goal Four: Create a Campus Environment that Promotes the Understanding of Cultural Diversity

The action priorities of Frostburg's Cultural Diversity Program and its strategic plan help to build intercultural understanding and broaden cultural awareness on campus by encouraging students to engage with cultures different than their own. Two campus bodies that help to address these priorities are the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) and the Diversity Center.

<u>The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)</u>

The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) promotes 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 PACDEI has been actively engaged in implementing its strategic plan for AY 2013-14. Work groups were established to focus on the

council's four primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; and supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff. A full report will be issued at the end of the academic year.

The University Diversity Center

The University's Diversity Center continues to work toward increasing students' cultural intelligence levels by helping them develop the skills needed to work effectively within Frostburg's diverse community and the greater global universe. The addition of an Assistant Director has increased significantly the visibility of the center, resulting in a more diverse population becoming aware of and utilizing its services. The center continues to hold monthly themed-based "information tables" in the Lane University Center to disseminate information and to reach out to more students and staff as they traveled through the center.

The Diversity Center continues to offer activities, workshops, and programs to help students, faculty, and staff develop a better understanding of cultural differences and respect for individuals with backgrounds different from their own. Workshops were held for students, faculty, and staff as part of the University's affiliation with the National Coalition Building Institute, Inc. (NCBI). All first-year, first-time students were required to attend a two-hour introduction workshop offered through the Introduction to Higher Education course. The center continued to offer the violence prevention workshop model during the *Enough is Enough* campaign, training approximately 60 Residence Life Office staff in August 2013. Additionally, the annual diversity retreat was held in October 2013 with 45 student participants and four facilitators. Workshops and programming were also provided to individuals involved in Greek life and student activities.

In addition, the center serves as an advising and support resource for student organizations that focus on diversity issues. The organizations that worked directly with the center this past year were: the Black Student Alliance (BSA), the Latin American Student Organization (LASO), BTGlass, the Hillel (Jewish Student) organization, the National Council of Negro Women (NCNW) and Iota Phi Theta Fraternity, Inc. During this time period, the center was able to strengthen the Latin American Student Organization by providing direct, intense advising and support. This resulted in an increase in membership, programming, and visibility. Additionally, the center supported students in establishing a new organization, the Japanese Cultural Club.

The Diversity Center staff also collaborated with members of the President's Advisory Council on Gender-Based Violence to create a Safe-Zone Training program. During the fall 2013 semester, 41 faculty, staff, and students participated in the training, which was again offered in February 2014 in an effort to provide on-going support and training to Safe Zone mentors.

The center also teamed up with the President's Advisory Council on Diversity, Equity, and Inclusion to hold several focus groups in an effort to hear from a variety of students about their experiences at Frostburg as well as their thoughts on the campus climate in relation to diversity, equity, and inclusion. During the fall 2013 semester, four focus groups were held with 32 students participating. Additional focus groups were scheduled for the spring 2014 semester. All of this is in preparation for a campus climate survey to be distributed to students during the spring 2014 semester.

Goal Five: Promote the Understanding of International Cultures

The University's Center for International Education (CIE) places an emphasis on recruiting international students in order to help promote the understanding of international cultures at Frostburg. The University enrolled 91 students from 21 countries in fall 2013. Since fall 2007, when only 28 international students attended the University, the number of international students at Frostburg has increased by 225 percent.

Increasing the Number of International Students

In 2013, Frostburg State University added strong partnerships with several overseas universities to increase international enrollment and further diversify the student body:

- Global Leadership University, Mongolia
- Kyung Hee University, South Korea
- Anhui Business College of Vocational Technology, China
- Xidian University, China
- King's College, Nepal
- ESC Rennes School of Business, France
- La Rochelle Business School, France

Frostburg State University welcomed 63 exchange students and eight visiting exchange professors from partner universities throughout 2013. Students study English and academic courses in their major areas while visiting faculty members observe teaching methods and conduct research for their home institutions.

The CIE emphasizes academic success and intercultural interaction between international students and the campus community. Frostburg offers English as a Second Language (ESL) courses for international students to assist this process. Additionally, many cultural activities are offered each month on campus to help integrate students and introduce intercultural communication. The CIE continues its strong support of intercultural interaction by planning a cultural fair each semester for international students to share their customs.

Enhancing International Programming

Throughout 2013, the Frostburg community and the Center for International Education created programs to facilitate intercultural communication, including:

- The CIE held two study abroad/cultural events that combined promoting study abroad with showcasing intercultural communication. International students from all countries participated and many American students learned about study abroad opportunities at Frostburg.
- In February 2013, one of the University's partners, Dongfang College, visited the Frostburg campus. The associated cultural variety show showcased the talents of the visitors, current international students, and American students.
- The College of Education study abroad group that visited Denmark hosted a presentation to speak about their experiences.
- In December 2013, the Chinese and Taiwanese students held a cultural event that showcased food, music, calligraphy, and art from their cultures.

Increasing the Number of International Opportunities for Students and Faculty

The Center for International Education works diligently toward increasing global opportunities for its students and faculty. A total of 55 students participated in study abroad programs in 2013. Center staff visited classrooms to promote study abroad, hosted the bi-annual study abroad information fair, held bi-weekly information sessions with prospective and past study abroad students, and promoted study abroad at Admissions open house events throughout the year. Each of these activities has been successful in increasing interest and enrollments.

The reporting period saw the creation of several faculty-led programs, which provided opportunities for faculty, staff, and students to study abroad. Thirty-eight students from the colleges of Education and Business traveled to Ireland, Peru, and China in conjuncture with the Center for International Education. College of Education study abroad focused on visiting the classrooms of Ireland to better understand teaching methods

and concepts. The College of Business' Global Experiential Learning trips to China and Peru were open to all majors and focused on the business and leadership cultures of each respective country. Students visited local businesses and cultural landmarks, interacted with local culture, and attended leadership development conferences.

President's Leadership Circle

Another international opportunity for students and faculty at Frostburg State University is the President's Leadership Circle (PLC). The PLC is an elite group of exceptional students nominated by faculty and staff members. In the past, PLC students have testified in front of state legislature, shadowed the University President, networked with alumni, and made other lifetime connections. These experiences also include trips to China, the United Arab Emirates, Uganda, the Czech Republic, and Ecuador.

In AY 2013-2014, the President's Leadership Circle has been honed into the twelve top performing student leaders on our campus. These students were divided into three smaller groups to partake in unique experiential learning opportunities. The first group traveled to California in the summer of 2013 to participate in the *Generation Waking Up* Summer Leadership Training. The second group traveled in fall 2013 to Dubai in the United Arab Emirates (UAE) where they met with other students from around the world and took advantage of opportunities to better understand Arabian cultures. They traveled the deserts on safari, visited mosques, and participated in simulated court proceedings using Sharia law. The third group will be traveling to Uganda in March 2014 to assist the Water School in Nebbi and Tororo with water purification.

Promoting Intercultural Understanding

Frostburg State University continues to sponsor events that promote intercultural communication on campus. Monthly social and cultural activities offered by the CIE are designed to aid international students in the intercultural communication process. In addition, several other organizations strive to bring cultures together across campus:

- The Chinese Culture Club (CCC) held two main events celebrating the Chinese New Year with Friends of West Side Elementary and a Chinese/Taiwanese Cultural event that included music, food, calligraphy, history, and culture.

- The Cultural Events Series program also helped to promote intercultural communication and understanding by bringing international artists to campus. These events have included the following performers over the reporting period:

    o   The Vienna Boys Choir - Austria
    o   Sean Keane & Friends - Ireland
    o   Pedrito Martinez Group – Afro-Cuban Music

FROSTBURG
STATE UNIVERSITY

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 2014

PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
February 2014
Cultural Diversity Planning at Salisbury University

INTRODUCTION

Salisbury University's strategic plan for 2009-2013 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 of the existing plan.

As we have spent the last year developing our updated draft strategic plan, the University's value of cultural diversity has been reaffirmed. Once finalized the strategic plan for 2014-2019 will again weave the cultural diversity focus into each goal.

The University's core values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values.

The core values of Salisbury University are:

- excellence
- student-centeredness
- learning
- community
- civic engagement
- diversity

SU's Cultural Diversity Plan, first developed in 2009, is grounded in the institution's core values and aligned with its Strategic Plan goals and each focus area.

CULTURAL DIVERSITY AT SU

Since its founding in 1925, Salisbury University has traditionally attracted primarily white students, faculty, and staff. Recognizing a need to increase students' opportunities to gain competency in learning about and working with diverse cultures and expanding access to college, SU President Janet Dudley-Eshbach launched a cultural diversity initiative when she arrived on campus in 2000. In her initial letter to the campus Dr. Dudley-Eshbach stated: "What needs to happen on this campus is no less than a transformation in terms of inclusiveness, campus climate, and dialogue within our SU community," and she announced the creation of an Office of Diversity (enhanced in 2013 to become the Office of Institutional Equity: Fair Practices, Diversity and Inclusion).

Under Dr. Dudley-Eshbach's leadership, SU has made great strides towards becoming a diverse, inclusive campus. President Dudley-Eshbach's vision of diversity extends to faculty, staff, and students, and includes geographic diversity. Our enrollment of 8,643 includes 2,031 minority students, an increase of 157 minority students (8.4%) over fall 2012. Minority students now make up 24% of our student population (based on students that have identified a race/ethnicity category).

President Dudley-Eshbach's emphasis on the importance of international education has helped bring an increasingly international profile to our student body. The fall 2013 student

population includes students from 63 foreign countries. Of these students, 119 are nonresident aliens (a substantial increase from 86 in 2012).

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. The successful and growing intercultural orientation program for students of diverse backgrounds referred to as Powerful Connections Program assists under-represented, first-year students with the successful transition to college-level work and facilitates their sense of connectedness to the University community. Our TRiO grant, in its fourth full year of implementation, offers assistance for first-generation, low-income, and differently-abled students at SU. 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.

SU offered several opportunities for faculty and staff professional development and training in areas related to creating and sustaining a diverse campus. Topics included Sexual Harassment Prevention, Prevention of Discrimination and Other Forms of Harassment and Teaching in a Diverse Classroom. With the assistance of professional training facilitators Workplace Answers, SU launched a comprehensive Title IX online training program to include all Faculty, Staff, and student employees.

GRANTS AND SPONSORED RESEARCH

US Dept. of Education – TRiO-Achieve SSS – Year 4 of 5, $196,446 - Project to assist underserved, low-income, first-generation, and students with disabilities to increase academic success and increase graduation rates.

US Dept. of Education – Office of English Language Acquisition – Year 3 of 5, $400,000 Training and retaining Grades K-12 Eastern Shore Teachers –TARGET (Phase II) – The project targets STEM and content-area, middle/high-school teachers and aims to provide TESOL training to instigate improved English learner college-bound rates.

Race to the Top/MSDE - $5,000 – Year 3 of 4. Teach for Maryland – preparing teachers to teach in high poverty/high minority schools. This project will assist teachers and teacher candidates in developing an understanding and implementation of Developmentally Appropriate Practices in early childhood education in four elementary schools in Wicomico County.

NEA/MSDE - $55,000. Maryland Summer Center for the Arts program. Over 10% of the funds are devoted to underserved, low income students for the two week residential arts program at Salisbury University.

Jack Kent Cooke/MDSE - $30,000 for MSCA- partial funding for use in 2013 summer center program. We do not have official notice from MSDE yet but 20-24k will be used for scholarship of underserved student population.

NSF Grant - Building on SU's strong tradition of science and math outreach, undergraduate research, and teaching innovation, Dr. Tom Jones (former SU provost and Henson School dean) and others applied for and won a $996,303 grant from the National Science Foundation (NSF) in 2010 to increase the number of students in five of our STEM majors (chemistry, computer science, earth science, mathematics and physics). SU has had tremendous increases in applications to our targeted STEM majors and enrollments are up by about 37% overall in these majors. Enrollments are up more than 60% in computer science and physics. The number of graduates from our targeted STEM majors is also up significantly, and we anticipate being on target to meet or exceed our goal of a 75% increase by 2015 when the NSF grant ends.

The Sankofa Project: Salisbury University of Ghana at Legon; this is made possible through James King of the English Department. The sponsor of this grant is the U.S. Department of Education.

The Tournées Film Festival: Contemporary French cinema comes to Salisbury University from September 21-23 as part of the French American Cultural Exchange's Tournées Festival. $1,800.

ShoreCorps/PALS, a State AmeriCorps program, funded in part by the Governor's Office on Service and Volunteerism. ShoreCorps/PALS members meet critical needs in their communities by working with children and youth as well as increasing the capacity of their service sites. Lasting social change requires a commitment. ShoreCorps/PALS members are up to the challenge of committing to one year of service to strengthen communities, encourage responsibility, and to expand opportunity.

Women's History Month: Misty Copeland, Dance Artist; was awarded a grant of $225.00 through the Salisbury Wicomico Arts Council.

A Multi-Cultural Comparison of an End-of-Life Decision-Making Educational Intervention Katherine Hinderer, Ph.D. Assistant Professor, Nursing; Hinderer is exploring the effects of an advanced care planning (ACP) educational intervention on knowledge, attitudes and advanced directive (AD) completion rates in community-dwelling adults from different cultural backgrounds. $4,974

Franklin P. Perdue School of Business has been tasked with building a massive database and a series of dashboards for the Mid-Shore Mental Health Services, Inc. that will help them coordinate the mental health care services provided by a large number of service providers in a four-county market area. $4,900.

BEACON by the Rural Maryland Council. The goal is to develop a regional vision document to be presented to the Tri-County Council of the Lower Eastern Shore and shared with all local governments, which can serve as the community's blueprint for the future in the broadest sense. $1,250.

BEACON was sponsored by the Worcester County Board of Education for Math and Science Partnership Grant Evaluation – 14 counties. Supports innovative partnerships to improve K-12 student achievement in mathematics and science. MSP projects are expected to both raise the achievement levels of all students and significantly reduce achievement gaps in the mathematics and science performance of diverse student populations. Successful projects serve as models that can be widely replicated in educational practice to improve the mathematics and science achievement of all the nation's students. $107,675.

Cultural Affairs through the sponsorship of the Mid-Atlantic Arts Foundation brought the following events to SU's campus: Dance Brazil Tour ($6,000), Andy Statman Trio, Corey Harris Trio, Spanish Harlem Orchestra, Red Molly, and the Salisbury Wicomico Arts Council sponsored the Tibetan Monk Residency and Mandala Creation.

STEM Mentoring, Awareness, Retention, and Transfer Program; part of the National Defense Education Program; The Science, Mathematics And Research for Transformation (SMART) Scholarship for Service Program is an opportunity for students pursuing an undergraduate or graduate degree in Science, Technology, Engineering, and Mathematics (STEM) disciplines to receive a full scholarship and be gainfully employed upon degree completion. $11,397.

The Social Work Department of the Seidel School was granted funds for Early Mental Health Consultation for Children (EMHC), as well as The Lower Shore Child Care Resource Center

sponsored by SU, with funding from various sources including the MSDE. The mental health program also receives some of its funding from the Board of Education.

UNIVERSITY GOVERNANCE: CONSORTIUM CULTURAL DIVERSITY COMMITTEE MEETS THROUGHOUT THE CALENDAR YEAR

The Cultural Diversity Committee: This committee provides structure and develops procedures for successful diversity recruitment and retention at Salisbury University by facilitating the development and maintenance of a campus environment that provides support services and programs to ensure students, faculty, and staff are given the opportunities to be recruited, retained and remain successful.

INTERNATIONAL EDUCATION

Salisbury University's International Education initiatives represent a strategic complement to the University's comprehensive diversity efforts by attracting a more diverse student body and faculty to the main campus in Salisbury, Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum. The following represents highlights of successes in the University's international portfolio during 2013:

- Total enrollment of non-immigrant international students (as defined by Department of Education) increased by 47% from fall 2012 to fall 2013 from 140 to 206.
- Total enrollment of non-immigrant international students (as defined by Department of Education) climbed to approximately 2.4% of total enrollment, a new record.
- Enrollment in English Language Institute (ELI) increased 123% from 49 students in fall 2012 to 109 students in fall 2013.
- Some 33 degree-seeking undergraduates and graduate students have graduated from ELI and entered academic programs by the end of 2013.
- ELI designed new tracks for international students:
  - ASPIRE program – for students who intend to enroll as degree-seeking undergraduates
  - PATHWAYS program – for students who intend to enroll as degree-seeking graduate students
  - LEAP program – semester-long study abroad program for students looking for a cultural experience in America
  - SAYA program – year-long study abroad program for students looking for a cultural experience in America
  - ISAP program – month-long summer study abroad program for students looking for a cultural experience in America
- The ELI now ranks fourth, behind New Jersey, Delaware, and Pennsylvania, as a source for non-resident students enrolled in undergraduate and graduate degree programs at SU. The ELI employs six full-time teaching faculty, 10-12 part-time instructors, and a small administrative team.
- Anqing Normal University (ANU) in China currently enrolls 50 sophomores and 60 freshmen in the 3+1 dual degree program in Interdisciplinary Studies and 60 additional freshmen in the 2+2 dual degree program in Economics. The first two cohorts of 30 junior Economics majors and 30 senior IDIS majors are expected on campus for fall 2015. ANU and SU will sign a third articulated transfer agreement for a 2+2 in Physics during spring 2013.

- Xinhua College of Sun yat-Sen University in China signed an Agreement with SU for a 3+1 dual degree program in Interdisciplinary Studies with the first eight students expected to arrive at SU fall 2014.
- Welcomed first three transfer students in spring 2013 from 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.
- Launched a new structured recruiting program in South Korea funded by the ELI. Initial results were large cohorts of visiting Korean study abroad students during fall 2013 in the ELI, 71 students total. New bilateral exchange agreements also emerged.

INTERNATIONAL FACULTY MOBILITY
- SU welcomed a continuing flow of J-1 Visiting Scholars to teach with the faculty.
  - The International Faculty House, a three-bedroom cottage for housing international faculty created in 2011, was completely booked for both fall and spring 2013 semesters.
  - SU arranged for the lease of an additional four bedroom/four bath apartment in the University Village housing complex to house additional J-1 Visiting Scholars.
  - During fall 2013 SU sponsored a total of 9 J-1 Visiting Scholars.
  - Each of the four endowed academic schools at SU has now hosted a J-1 Visiting Scholar.
- SU ELI funded over $10,000 towards travel costs for SU faculty to travel as guest lecturers to university partners, primarily in China and Japan during 2013.
- SU faculty continued to excel, winning Fulbright US Scholar Awards with two more SU faculty; Dr. Eugene Williams, Biology and Dr. Richard Hoffman, Management were honored as Fulbright scholars during 2013.

STUDY ABROAD
- A record number of SU students studied abroad during AY 2012-2013 – 365 students.
  - 26% increase from AY 2011-2012
  - First time number of study abroad students surpassed 300
- Popularity of faculty-led Global Seminars continued in 2013 with a record number of programs offered during January, spring break, and summer 2013.
  - More than 20 different Global Seminars offered on five continents
  - All four endowed academic schools offered Global Seminars
  - More than 250 students studied on Global Seminars offered by SU faculty
- Salisbury Abroad portfolio expanded offerings for semester-length study abroad by adding four new programs during 2013 for a total portfolio currently at 10 programs:
  - Salisbury Abroad: England-Western Europe (2013)
  - Salisbury Abroad: South Korea – East Asia (2013)
  - Salisbury Abroad: France – Western Europe (2013)
  - Salisbury Abroad: Cyber Security in Estonia – Eastern Europe (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
- Salisbury Abroad: Hong Kong – East Asia
- Salisbury Abroad: Chile – Latin America
- Salisbury Abroad: New Zealand – South Pacific
- Salisbury Abroad: Canada – North America

ADMINISTRATIVE COORDINATION AND ACCOUNTABILITY

The Office of Institutional Equity (OIE), Fair Practices, Diversity and Inclusion, reports to the Office of the President.

SU had conducted a national search for a Chief Diversity Officer. While the search was not successful, it gave us a clearer idea of the skills needed to fill this very important position. As a result, in order to increase institutional effectiveness, it was decided at the end of 2013 to merge the Office of Fair Practices and the Office of Diversity. This new Department reports directly to the Office of the President and is known as the **Office of Institutional Equity (Fair Practices, Diversity, & Inclusion).** Salisbury University is very excited at this bold step of placing our commitment to diversity in the forefront.

In partnership with the Office of Human Resources, review and assessment of institutional affirmative action and equal opportunity policies and practices are ongoing as SU strives to increase a diverse faculty and professional staff on campus.

HIRING PROCEDURES

The Office of Institutional Equity supports the Office of Human Resources in achieving Strategic Plan Focus Area: "addressing the recruitment, hiring, and retention of a quality, diverse faculty and staff."

The search process continues to be reviewed and monitored to ensure compliance with all Federal and State laws. Examples of important tools that monitor and track diversity include: the *Recruitment Plan* which addresses diversity on two fronts: (1) the makeup and selection of the search committee to ensure it has a diverse representation, and (2) careful tracking of the job-posting venues for where the available positions are advertised; this encourages a wider scope of potential candidates to interview. The second tool is the *Candidate Pool/Finalist Report*. This report tracks the progress of the search and ensures that the diversity of those selected for interview reflects the diversity of the original pool of candidates.

With the goal to broaden the diversity of applicants, the Office of Institutional Equity has identified national professional organizations where the institution will hold membership and begin to strengthen its presence.

MINORITY STUDENT RECRUITMENT INTIATIVES

Strategies have been implemented as part of Salisbury University's Strategic Enrollment Plan:
- Utilized current student hosts to visit home high schools to speak with guidance staff.
- Continue current assessments (EBI, SSI, CIRP, NSSE) to collect students' perceptions of Salisbury University.

- Invited prospective students and current students to attend Salisbury University's multicultural leadership conference.
- Hosted annual Powerful Connections program to assist with the transition from high school to college.
- On Admitted Student Day, the Office of Multicultural Student Services hosted the Multicultural Alliance Reception for admitted diverse students.
- The Admissions Office hosted 72 diverse student groups on campus for tours and information (and often lunch).
- Admissions conducted targeted phone counseling for diverse students.
- Admissions officers attended multiple Fall National Hispanic College Fairs.
- Enhanced the tele-counseling program to include: pairing SU students and prospective students with shared backgrounds and interests along with increased phone contacts from SU students and admissions staff.
- Promoted Test Optional Admission Policy as a minority recruitment strategy – Test Optional Admission pilot was successful and has been approved as a standard policy.
- Continued support of (and hosted this past fall) the Way2Go Maryland Events for College Planning.
- Conducted on-the-spot admissions events for targeted high schools with a high minority population.
- Developed recruitment partnerships with College Access programs that assist diverse students.
- Initiated a partnership with the education department for the recruitment of diverse students.

STEM INITIATIVES AND DIVERSITY

Peer Mentor Project: The STEM|ASSIST peer mentor program strives to connect new transfer students in one of our targeted majors (Chemistry, Computer Science, Earth Science, Mathematics, and Physics) with a current SU STEM peer mentor. The goal of the STEM|ASSIST program is to expedite the integration of new transfer students, both socially and academically, by providing them with introductions to the faculty and resources available to them on campus, in the departments, and around town.

Science Nights at SU: High school students on the Eastern Shore considering careers in the growing fields of science, technology, engineering and mathematics (STEM) were eligible to attend Science Nights at SU this academic year free of charge.

STEM sponsored Posters on the Hill: Sharing research on robotic arms, Salisbury University sophomore Samim Manizade presented at Posters on the Hill, a national event attended by U.S. Congressional leaders and others. Selected by the Council on Undergraduate Research (CUR) from among some 800 applicants nationwide, Manizade was one of only 60 student participants and the sole representative of a Maryland campus. The Capitol Hill poster session illustrated the importance of undergraduate research to federal legislators and representatives of funding agencies.

A Salisbury University student earned one of the world's most prestigious international scholarships, the Gates Cambridge award, to explore the development of drugs, especially for antibiotic-resistant diseases. Dominique Kunciw will pursue a Ph.D. in chemistry at the renowned University of Cambridge. Established by the Bill and Melinda Gates Foundation, the highly-competitive scholarship is akin to Oxford's Rhodes scholarship, or the Marshall, which

also supports study in the United Kingdom. Over 4,000 people worldwide apply for the Gates annually; Kunciw was one of only 39 U.S. recipients for 2013-14.

RETENTION OF DIVERSE STUDENT POPULATIONS
Powerful Connections, a program that matches upper class students with first-time freshmen from under-represented groups to assist in the college transition, achieved significant success.
- Powerful Connections, 2013 New freshmen (mentees) - Fall Grade Point Average-2.81
- Upper Classmen (mentors) - Fall Grade Point Average-3.236
- Retention rate for 2012 Powerful Connections Freshmen to Sophomore Year - 87% (58 students)
- A current graduating senior and mentor coordinator has been accepted into the University of Maryland, Dental School.
- A member of the 2008 cohort completed a Master's Degree in Creative Writing at the University of Michigan and has been accepted into five Ph.D. programs.
- The 2008 cohort has a five-year graduation rate of 63%.

TRiO GRANT IMPLEMENTATION
- 2012-2013, the TRiO grant at SU, 100% of the TRiO participants persisted to the next academic year 2013-2014. Some 96% were in good academic standing (2.0 or better) at the close of the third year.
- 41 TRiO participants received supplemental grant aid in 2012-2013 to help defray the cost of a college education. The amount of grant aid ranged from $560 to $4,750.
- TRiO participants Jenna Payne and Sitra Kelifa were awarded a $500 scholarship by Maryland Executive Council for Educational Opportunities in 2013. The scholarship is awarded to deserving TRiO participants to help defray the high cost of completing a college education.
- TRiO participants Janelle Oni and Lauren Allen were awarded the 2012 Keith Sherin Global Leadership Scholarship from the Council for Opportunity in Education (COE). The scholarship is awarded to TRiO students to defray the cost of studying abroad in Salamanca, Spain for four weeks.

The TRiO participants' make-up for 2012-2013:
- 8 Asian students
- 65 Black/African American
- 15 Latino or Hispanic
- 8 More than one race
- 51 White
- 92 of the students are low income and first generation
- 19 low-income only
- 28 first-generation
- 1 disabled

CLOSING THE ACHIEVEMENT GAP
The SU Center for Student Achievement (CSA) marked its sixth year of Salisbury University offering centralized academic services for students.
Supplemental Instruction (SI): Ask, Learn, & Succeed. Together!

Some of the program highlights include:
- Fall 2013
  - 53% of all students enrolled in SI courses (1,510 students) attended sessions.
  - Students visited SI sessions over 8,710 times throughout the semester.
  - The mean final course grade of SI participants was 2.47 compared to a 1.91 of students not attending SI.
  - In general, students who attended SI earned a half-letter grade higher than the students who did not attend.
  - As a result of SI attendance, students reported:
    - Greater clarity with course concepts
    - Improved study skills
    - Increased comfort with asking questions
    - Enhanced ways to actively study
    - Better performance on tests
  - The average cumulative GPA of SI leaders was 3.58 for the fall semester.
- Spring 2013
  - 1,152 students attended SI sessions for a total of 6,677 visits.
  - The mean final course grade of SI participants was 2.80 compared to a 2.56 of students not attending SI.
  - 86% of SI participants felt they further understood course content as a result of SI attendance.
  - The average GPA of our SI leaders was 3.63 for the spring semester.

DIVERSITY INITIATIVES AT THE WRITING CENTER

The Writing Center's mission:
- To provide opportunities for writers to seek thoughtful feedback about their work
- To increase the confidence, versatility, and competence of all writers, in all disciplines
- To help writers reconsider and refine their ideas so they can revise their writing in meaningful ways
- To support classroom writing instruction by partnering with Salisbury University faculty members

The Writing Center broadened its outreach efforts to diverse students by serving as a partner in the TRiO grant. A writing assessment intake coordinator meets with each first-year student in the TRiO program and advises effective use of the Writing Center. The writing assessment coordinator evaluates TRiO students' strengths and weaknesses in academic writing and suggests an individualized plan for writing development.

Writing consultants have been trained by the Counseling Center, Students with Disabilities Support Services, and LGBTQ Alliance Student Group.

ALUMNI DIVERSITY INITIATIVES

The Alumni Board has increased its minority membership from one minority member to four members.

The Alumni Office partnered with Multicultural Student Services and the Horizons Project to produce events for specific affinity groups during Homecoming Weekend. Events included LAMBDA Society Rainbow Reunion and the Multicultural Jazz Alumni Social.

SOCIAL LIFE AND ORGANIZATIONS
Multicultural Student Organizations include:

- ASA - African Students Association
- MSA - Muslim Students Association
- NAACP - National Association for the Advancement of Colored People
- OLAS - Organization of Latin American Students
- P4F - Passion 4 Fashion Modeling Inc.
- Salisbury University Gospel Choir
- Liturgical Dance
- UAS - Union of African American Students
- UT - Untouchables Dance Incorporated
- CSA - Caribbean Student Association
- LGBTQ Alliance Student Group
- APIC - Asian/Pacific Islander Club
- MSO - Multiracial Student Organization
- Filipino American Cultural Association

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.

Cultural laureate program. SU students are invited to participate in the Cultural Laureate Program by attending at least five different cultural events per semester. They can choose from a selected list of events on SU's campus, including concerts, theatre, dance, lectures and exhibits. If SU students achieve Cultural Laureate status for three semesters during their academic career at SU, they will earn an honors cord to wear at commencement.

COMMUNITY RELATIONS

The University continues working with local and regional governmental and private entities to make the Salisbury area more accepting of diverse populations.

The Franklin P. Perdue School of Business' Business, Economic, and Community Outreach Network (BEACON) hosts the Bienvenidos program. The Bienvenidos program is a network of over 70 service-providing organizations that meets monthly to exchange information, discuss common problems and issues and work on appropriate solutions in order to better serve immigrants in this region. Through a needs assessment Bienvenidos established five priority areas--language, education, health, transportation and legal aid. Facilitate monthly meetings of service providers, coordinate and organize outreach initiatives to introduce providers to the immigrant communities, link college students with organizations to help them better serve the immigrants, make new contacts in our community every day to generate greater community participation and more communication within our population and offer on-going support and training.

CONCLUSION

Salisbury University's commitment to student excellence and success is nationally recognized and well established. SU is equally committed to creating a diverse campus

community and to recruiting and retaining culturally diverse students, faculty, and staff. 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. The programs we have introduced will help the University welcome and accommodate the projected increasing number of Hispanic/Latino Maryland high school students. Programs needed to attract more international students to campus while offering SU students additional opportunities for international study have been put in place and are already achieving significant results.

The greatest challenge and threat to the University's continued success in recruiting and retaining a diverse student body, faculty, and professional staff is funding. Salisbury University is proud of its momentum on closing the achievement gap despite its funding challenges. Not to be deterred, the University will continue to look for external sources of funding, as well as make its case for additional State funding.

Over the most recent years of our Strategic Plan, the University has piloted and implemented initiatives detailed in this report that support the success of minority students while enhancing the learning and success of all students. The preliminary outcomes of these endeavors are quite positive; with sustained effort and commitment, we expect even greater results.

APPENDICES

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL
DIVERSTY

FEBRUARY 2014

Cultural Diversity Planning at Salisbury University

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%

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-tine 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%

I. Institutional Plan to Improve Cultural Diversity

Towson University's Strategic Plan, ***TU 2020: A Focused Vision for Towson University*** highlights the institutional goal that TU continue to be recognized as a national model for diversity and closing the achievement gap. The following diversity priorities have been identified in support of this goal: (1) promoting appreciation for and advancement of equity, diversity and inclusion at TU; (2) enhancing student recruitment and retention; (3) closing the achievement gap for first generation, low income and students from underrepresented groups; (4) enhancing faculty and staff recruitment and retention; and (5) purposefully supporting community enrichment.

Charged with facilitating the establishment and maintenance of an inclusive campus environment, **TU President's Diversity Coordinating Council (PDCC)** consists of high-level administrators (President, Provost and Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Administration and Finance, Director of Athletics, Assistant to the President for Diversity and Title IX Coordinator, Assistant Vice President of Student Affairs for Diversity and Deputy Chief of Staff) and serves as a visible expression of the priority given to the issues of equity, diversity and inclusion 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 student body representatives. The committee exists to make recommendations for the success of campus-wide diversity initiatives to the PDCC. The committee's six work groups are actively engaged in the following activities:

Campus Climate Work Group: Mission - Supporting the establishment and maintenance of a campus environment that is welcoming and inclusive. Recently, the group reviewed and revised a campus climate survey document that was distributed to all faculty and staff members in late fall 2013. Survey results will be reviewed and recommendations of actions to address any identified challenges will be brought forward to the PDCC for review.

Education and Scholarship Work Group: Mission - Fostering diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. In 2013, the group supported the identification and development of programs for the annual *Tools for Inclusion* series of diversity workshops hosted by TU's academic colleges.

Hate/Bias Response Team: Mission - Providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents. Additional information is provided in **Progress on Meeting Goals** section on next page of report.

President's Diversity Awards Work Group: Mission - Supporting the process of gathering nominations and selecting award recipients for TU's annual *President's Diversity Awards Program*. Individual diversity awards (4) are distributed to a staff member, a faculty member – research based, a faculty member – general and a student. Department awards (2) are distributed to an academic and administrative department.

Representation Work Group: Mission - 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. In 2013, this group took on the task of beginning to develop the framework for a "*Beyond Diversity 101*" program with the goal of taking campus diversity offerings to the next level.

Student Work Group: Mission - Supporting TU's ability to fully value and appreciate the diverse perspectives of all students, and supporting student development to foster student success. In 2013, group 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 actions with President's Diversity Coordinating Council and the Diversity Action Committee. Task force completed its work in 2013 with outcomes that include the adoption of TU's Policy Prohibiting Abusive Conduct/Bullying as well as a set of institutional values.

Progress on Meeting Goals:

Towson University remains committed to achieving excellence by advancing equity, diversity and inclusion. 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 PDCC for action in support of the group's mission to establish and maintain an inclusive campus environment; scheduling of six annual PDCC meetings; preparing meeting agendas and assisting and advising TU's Provost in leading the PDCC'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 six work groups to ensure that the committee remains on mission to continuously promote awareness and acceptance of diversity at TU.

Equal Opportunity and Access - Athletics: Minority and Gender Equity: The Assistant to the President for Diversity serves as the university's Title IX Coordinator, as well as a member of the TU Athletics Solutions Committee's Title IX sub-committee. Recently, TU Athletics has shifted the university's Title IX compliance from Prong 2: *Program Expansion* where the university had been able to show past evidence of a history of program expansion for women to Prong 1: *Proportionality* where TU's intercollegiate participation opportunities for male and female students are substantially proportionate to their representative enrollments.

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. 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 2012 and two in calendar year 2013 (see Appendix 1).

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.

Towson University 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 29% (789) of the new first-time, full-time freshmen class, an almost 10% increase since fall 2009 (454, 19%). 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 the university. TU continues to perform extremely well in these capacities, achieving and maintaining a second-year retention rate of 92% 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 73% in 2010 to approximately 55% in 2011 and rebounded slowly to 60% in 2013. 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 2013. The anomaly, the up, down, and back up six-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 in the fall of 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 provided with 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 Appendix 2). Consequently, in fall 2006 TU began to offer a segment of the 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.

This intervention has been successful, as evidenced by TU's high and increasing retention and graduation rates for African-American students. Second-year African-American retention rates have risen from 85% in 2010 to 92% for the 2012 cohort, compared to 84% and 86% for the entire freshman cohort. Six-year graduation rates for African-American students have risen from 55% for the 2005 cohort to 60% for the 2007 cohort, compared to 63% and 65% for the entire cohort (see Appendix 3). We are confident that the six-year graduation rates will continue to increase and will again approach the high 60% to low 70% range 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 members 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 (see Appendix 4). 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 of Science and Mathematics 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.

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) leadership development opportunities, (d) interaction with faculty and staff, and (e) exploration of graduate and career development options. CEEP award recipients must be U.S. citizens, full-time undergraduates, and maintain a minimum 2.50 cumulative GPA. Applicants who are first generation college students, demonstrate financial need per FAFSA guidelines, members of underrepresented or under-served groups, and live in the Greater Baltimore

Metropolitan Area are most eligible. Additional variables such as living in a single parent household, living in an environment or academic setting that may have hindered educational goal, and having overcome personal, social, and/or physical obstacles in pursuit of an education are considered.

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.

Analysis of CEEP Award data (see Appendix 5)

- Male student involvement continues to be a challenge. There was a 1% decrease in the number of male recipients this past year. Additional marketing to regional high schools and communication with 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 (78 or 78%) 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 2012/13 cohort) earned a cumulative grade point average of 2.50 or greater. Ten percent (10%) 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. CEEP recipients earning less than the required cumulative grade point average 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 18 recipients (18%) earned Dean's List honors for spring 2013 term. Twenty-three recipients (23%) graduated at the close of the spring 2013 term.
- There has been a reduction in the number of freshmen receiving the CEEP award. Additional collaboration with the TU Office of Admissions and the Scholarship Office will increase the pool of eligible applicants and the number of CEEP award recipients. Towson University also competes with institutions offering 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.

TU's Students Achieve Goals through Education (SAGE) program pairs participants with peer mentors who encourage focus on 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.

Analysis of SAGE Program Data (see Appendix 6): SAGE continues working to include students from diverse underrepresented communities, male students, and majority students. Mentors telephone some entering students and invite their participation during summer months prior to matriculation. All entering students receive an email from the program director welcoming them to Towson University, explaining the mission of SAGE, and an invitation to participate in the SAGE Program. Most students register and remain involved for the entire year. Some registrants discontinue involvement during the year due to employment, class schedule conflicts, 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 a decrease in male participation during the past year (from 23% to 18%). The actual number of male participants increased from 53 to 54 during this period. SAGE program staff will continue working to increase male participation to 30 % over the next few years. Outreach to male students will continue during summer months, open house programs, and high school visitations. Female participation (82%) is consistently strong and is in keeping with national trends for mentoring programs.

- The majority of SAGE program participants (280 or 95%) earned 2.0 or greater cumulative grade point averages during the 2012/2013 academic year. Almost 62% (183 participants) earned 3.0 or greater cumulative grade point averages during the 2012/2013 academic year.

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 2012: Making Connections (130), Academic Success (114), Cultural Competence (76), Latino Hispanic Heritage (109), Effective Stress Management (76), Personal Intimacy and Safety (104), Politics: Contributing or Destroying Community (84), An LGBT Community Perspective (79), Women's Issues (Not Collected), Personal Financial Matters (61), Native North American Heritage (79), Final Exams Ahead (64), Closing Event (110). Spring 2013: Welcome Back! (85), Healthy Relationships (83), African Heritage (65), African American Heritage (66), Self-Defense: What to do? (61), Wise Decisions: Drugs/Alcohol/Life (72), Celebrating Women (59), Jewish & Muslim Relations (55), The Game of Life (54), Asian Pacific Islander Heritage (67), Field Day Event (65), Closing Event (90).

TU's Disability Support Services (DSS) supports the mission of Towson University by facilitating equal access to educational opportunities for students with disabilities and promoting inclusive learning environments that are accessible to all. As the number of students pursing postsecondary education increases, so does the degree of diversity in learning styles and needs. DSS recognizes disability as an aspect of diversity that is integral to society and to the campus community and collaborates with students, faculty and staff to create a welcoming campus.

- During 2012-2013, the office provided services and accommodations to 1,315 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).

- As shown in the table below, the trend in the number of students registered with DSS continues to grow at a significant rate (5.5% over the previous year and 10.8% increase over 3 years). The growth in the number of students with disabilities is partly due to the overall enrollment growth at Towson University. However, the growth is also due to an increase in the number of students covered under the ADA who are attending college as part of a nationwide trend.

This higher trend will undoubtedly continue in light of the ADA amendments (ADAAA), which   became effective on January 1, 2009. Under the ADAAA the Congress directed that the definition of disability be construed broadly, meaning that more students are now eligible to register with DSS and receive disability accommodations. Moreover, legislative changes to the Higher Education Opportunity Act and Post-9/11 Veterans Educational Assistance Act are also expected to increase the number of students with disabilities pursing higher education.

TU Students with Disabilities Registered with DSS (3-Year Trend)

YEAR	#STUDENTS	% OF INCREASE	
2009-2010	1,187		
2010-2011	1,203	1.3% increase over previous year	
2011-2012	1,246	3.6% increase over previous year	
2012-2013	1,315	5.5% increase over previous year	10.8% increase over 3 years

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 DSS Graduation and Retention Rate Longitudinal Study

Disability Support Services and the TU Office of Institutional Research (OIR) have initiated a longitudinal study tracking the 4-year, 5-year and 6-year graduation rates for first-time full-time degree-seeking DSS-registered students as compared with all TU first-time full-time degree-seeking students. Complete data for the Fall 2006 and 2007 cohorts is available, along with the 4 and 5-year graduation rates for the 2008 cohort, and the 4-year graduation rates for the Fall 2009 cohort (see Appendix 7).

Due to the relatively small size of the DSS cohorts, an average is provided in the bottom table as well. This table shows that 4-year and 5-year graduation rates of DSS-registered students lag slightly behind those for all TU students, but the 6-year graduation rates are the same:

- The average 4-year graduation rate for DSS students is 37% as compared to 42% for all TU students.
- The average 5-year graduation rate for DSS students is 59% as compared to 62% for all TU students.
- The average 6-year graduation rate for DSS students is 67% as compared to 66% for all TU students.

The TU Office of Institutional Research will continue to track cohorts of DSS-registered freshmen along with all TU freshmen. OIR expects that the data will increase in accuracy over the years as more students are tracked in PeopleSoft. (PeopleSoft data only became available in 2006.) Importantly, this study is comprised of only first-time full-time degree-seeking students who entered during fall and were registered with DSS by mid-September. Students with disabilities can disclose their disability at any time until they graduate, and this study does not include DSS students who registered after the first semester of their freshmen year.

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 financial assistance for low-income parents who have completed a community college degree and are finishing a first undergraduate degree. It is a two year program, provided that students continue to meet program requirements. Full-time students receive $2,000 for two years, for a total award of $4,000. Part-time students receive half this amount. To qualify students must be a parent of at least one child under the age of 18 and demonstrate a high level of unmet financial need. Only students who are Pell grant eligible will be considered. Starting in the 2013-2014 school year students participated in a support program designed to increase their chances of graduating on time and to foster a strong connection to Towson University and other students. The program includes regular meetings with a program director as well as participation in parts of the Mature Student Support Program which builds connections between older students and encourages them to take advantage of campus resources. This scholarship is administered by the Women's Resources Program in the Center for Student Diversity.

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's 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 8 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 9. 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 a welcoming campus environment for all members of our community by providing participants with information related to the impact of bigotry, the barriers to addressing bigotry, as well as the tools necessary to challenge everyday bigotry.

In calendar year 2013, approximately 560 student leaders, students, faculty and staff members participated in Speak Up! workshops. 90% 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) provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments.

The CSD is comprised of several units that offer programs and services (see Appendixes 10 and 11) 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 Student Success Programs including: Students Achieve Goals through Education (SAGE) and Community Enrichment and Enhancement Partnership (CEEP). These programs have proven 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	2009-2010	2010-2011	2011-2012	2012-2013
Overall Attendance	13,009	13,352	11,623	15,810
Surveys Completed	1,209	1,060	2,709	1,773
Male	351	321	685	391
Female	840	726	1,990	1,370
Other	18	13	34	4
White	694	652	518	224
African American	247	201	1,447	900
Latino	82	51	312	208
Asian Pacific Islander	48	45	103	219
Other	138	111	329	201

Analysis of data for the CSD: The number of individuals attending CSD programs this period (15,810) is not reflected in the number of students surveyed (1,773). 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.

Provide below is descriptive information for the CSD's Signature Programs. This refers to the programs sponsored by the Center as a whole, including (1) the *Set It Off* New Student Orientation program, (2) the *Retreat for Social Justice*, (3) the *Digital Storytelling* initiative, (4) the fall and spring *Diversity Speaker Series*, and (5) the annual *Martin Luther King Celebration* Program – these signature programs contributed to TU 2020 Strategic Initiatives. We also view the SAGE Academic Support Program and the CEEP Scholarship Program as part of our Signature Program portfolio because they are important, key components of the Center's services. However, the user number data will be included as part of that respective unit's individual report section.

CSD Signature Programs:
- *Set It Off*: this large, New Student Orientation event targets incoming, diverse freshman and transfer students. Students have the ability to make connections and learn about the broad variety of engagement opportunities available. This year 1,077 students participated.
- *Retreat for Social Justice*: this weekend retreat is designed to provide student participants with the opportunity to explore their cultural identities and interact with others from diverse backgrounds. Also, the Retreat for Social Justice Awareness Week sponsors an entire week of programs whereby retreat participants create opportunities to educate their peers about diversity and social justice issues. This year 46 students participated in the weekend retreat and 285 students participated in the weeklong programs.
- *Digital Storytelling*: this modern expression of the ancient art of storytelling derives its power by weaving *images, music, narrative & voice* together. This educational tool is used in support of campus diversity by sharing personal stories created by our students to learn more about identity, culture, and diversity. This year nine digital stories were submitted and 225 students participated in the culminating program "Celebrating Diversity through Digital Storytelling."
- *Diversity Speaker Series*: each semester, the CSD brings culturally relevant speakers, educators, activists and entertainers to campus. This program gives students access to some of the world's most influential minds of our time. This year 1,118 students participated, 574 students attended the fall program featuring Nikki Giovanni and 544 students attended the spring program featuring Common.
- *Martin Luther King Celebration*: this celebratory event typically takes place in February because Towson University students usually don't return to campus in time to celebrate the national MLK Holiday in mid-January. This year 203 students participated.

From the information gleaned, we learned the following:

- Overall CSD Learning Outcomes:
    - Learning Outcome 1: Students who attend CSD programs will indicate increased self-awareness.
        - Average Score: 4.47 (Strongly Agree = 5)
        - Number of Responses: 537
    - Learning Outcome 2: Students who attend CSD programs will indicate that programs helped them better appreciate other people's perspectives.
        - Average Score: 4.4 (Strongly Agree = 5)
        - Number of Responses: 484
    - Learning Outcome 3: Students who attend CSD programs will indicate that programs helped improve their interactions with other people.
        - Average Score: 4.43 (Strongly Agree = 5)
        - Number of Responses: 532
- Our programs are meeting our overall objectives for our students:
    - *The Set It Off* helps students improve interactions with others (Learning Outcome # 3).
    - *Retreat for Social Justice* helps increase student's self-awareness (Learning Outcome #1) and better appreciate other's perspectives (Learning Outcome #2).
    - *Digital Storytelling* helps increase student's self-awareness (Learning Outcome #1) and improve interactions with others (Learning Outcome #3).
    - *Diversity Speaker Series* helps increase student's self-awareness (Learning Outcome #1).
    - *Martin Luther King Celebration* helps students better appreciate other's perspectives (Learning Outcome #2) and improve interactions with others (Learning Outcome #3).
- Overall Accomplishments:
    - CSD programs attract diverse students in terms of age, race, academic college, and interests.
    - Students are consistently satisfied with the variety of topics of programs and report learning new information. CSD programs are also contributing to the larger campus culture of diversity.
    - The forums that we offer benefit students by helping increase their level of skills, sense of awareness, and interactions with others.

Co-Curricular Programs: Faculty and Staff – TU's Office of Diversity and Equal Opportunity continues to provide various training offerings for faculty and staff members.

Affirmative Action/Equal Employment Opportunity: TU'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.

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.

Title IX/Violence Against Women Act and Reporting of Child Abuse: 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.

Hate/Bias Incidents
Spring, Summer & Fall 2013

Spring 2013

Students

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Race/Ethnicity	Verbal, Physical	B	F
Sexual Orientation	Verbal	W	M

Total Verified Spring 2013 Incidents: 2

Summer 2013

Total Verified Summer 2013 Incidents: 0

Fall 2013

Total Verified Fall 2013 Incidents: 0

Total Verified Incidents (Students, Faculty & Staff) 2013: 2

Appendix 2: Top-Ten Percent Program

Cohort	Applicants	Enrolled	Average Annual Award	Average GPA	(Mathematics + Critical Reading)	2nd Fall Retention	2nd Fall Retention Rate	3rd Fall Retention	3rd Fall Retention	4th Fall Retention	4th Fall Retention Rate	4 Year Graduates	4 Year Graduation Rate
Fall 2013	365	102	$2,000	3.91	1110								
Fall 2012	354	70	$2,000	3.76	1062	64	91.4%						
Fall 2011	352	107	$2,000	3.63	1012	95	88.8%	87	81.3%				
Fall 2010	346	102	$2,000	3.67	1002	88	86.3%	85	83.3%	77	75.5%		
Fall 2009	377	143	$2,000	3.71	1005	119	83.2%	108	75.5%	98	68.5%	47	32.9%
Fall 2008	326	121	$2,000	3.73	990	100	82.6%	89	73.6%	82	67.8%	48	39.7%
Fall 2007	402	165	$2,000	3.71	963	129	78.2%	111	67.3%	105	63.6%	45	27.3%
Fall 2006	372	187	$2,000	3.69	951	142	75.9%	122	65.2%	111	59.4%	43	23.0%
Fall 2005	315	189	$4,000	3.58	931	143	75.7%	126	66.7%	115	60.8%	46	24.3%

Appendix 3: Institutional Retention and Graduation Rate Data - Towson University

Towson University	Six-year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
	FY Graduation Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Towson University's Overall First-Time / Full-Time Cohort	**6-Year Graduation Rate**	66%	73%	68%	63%	65%	65%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	84%	86%	83%	80%	82%	82%	83%	85%	84%	85%	86%	n/a
	3rd Year Retention	76%	81%	77%	73%	75%	74%	77%	78%	78%	79%	n/a	n/a
	4th Year Retention	72%	78%	73%	69%	71%	71%	74%	75%	74%	n/a	n/a	n/a
	5th Year Retention	31%	29%	31%	28%	29%	29%	29%	28%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation*	71%	75%	71%	67%	68%	69%	71%	73%	n/a	n/a	n/a	n/a
Towson University's African American First-Time / Full-Time Cohort	**6-Year Graduation Rate**	69%	73%	73%	55%	59%	60%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	-2%	-1%	-5%	9%	6%	5%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	92%	90%	90%	85%	85%	85%	88%	84%	85%	91%	92%	n/a
	3rd Year Retention	81%	88%	83%	74%	77%	75%	82%	79%	79%	70%	n/a	n/a
	4th Year Retention	77%	85%	82%	68%	69%	69%	79%	75%	73%	n/a	n/a	n/a
	5th Year Retention	37%	43%	41%	40%	40%	37%	39%	38%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation*	73%	81%	76%	66%	65%	66%	74%	73%	n/a	n/a	n/a	n/a
Towson University's Hispanic First-Time / Full-Time Cohort	**6-Year Graduation Rate**	61%	59%	67%	51%	55%	69%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	5%	13%	1%	12%	11%	-4%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	84%	86%	82%	74%	77%	82%	81%	88%	79%	88%	83%	n/a
	3rd Year Retention	77%	73%	79%	66%	73%	78%	74%	81%	71%	81%	n/a	n/a
	4th Year Retention	77%	73%	72%	57%	69%	76%	75%	79%	69%	n/a	n/a	n/a
	5th Year Retention	42%	23%	38%	19%	35%	35%	32%	31%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation*	74%	59%	72%	53%	65%	73%	71%	74%	n/a	n/a	n/a	n/a
Towson University's Low-income (Pell) First-Time / Full-Time Cohort	**6-Year Graduation Rate**	61%	66%	64%	52%	56%	54%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	5%	6%	4%	11%	9%	11%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	86%	84%	84%	81%	81%	81%	86%	84%	86%	85%	86%	n/a
	3rd Year Retention	76%	78%	76%	69%	71%	69%	79%	77%	77%	79%	n/a	n/a
	4th Year Retention	72%	75%	73%	62%	64%	64%	73%	72%	73%	n/a	n/a	n/a
	5th Year Retention	34%	39%	42%	34%	35%	35%	34%	37%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation*	68%	73%	70%	59%	61%	63%	69%	71%	n/a	n/a	n/a	n/a

*Includes students who were enrolled in the fall term of their fifth academic year and students who completed

Appendix 4: 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 but still enrolled in a STEM major.

Admit Year	Students	Number admitted	3rd semester [end of 1st yr]	5th semester [end of 2nd year]	7th semester [end of 3rd year]	9th semester [end of 4th year]	11th semester [end of 5th year]	Overall retention rate in STEM[4]
2008	TOPS	15	14	13	11	7 (4 grad)	2 (4 grad)	66.6%
2008	FCSM[1]	334	268	169	133			38.8%
2008	Comparison[2]	16	12	6	4	5 (1 grad)	2 (3 grad)	37.5%
2009	TOPS	21	20	16	13 (1grad)	6 (5 grad)		57%
2009	FCSM[1]	343	288	196				47.7%
2009	Comparison[2]	18	11	10	10	8 (1 grad)		50.0%
2010	TOPS	20	19	17	16			80%
2010	FCSM[1]	349	289					50.7%
2010	Comparison[2]	20	17	7	7			35%
2011[3]	TOPS	21	20	18				86%
2011	FCSM[1]							62.8%
2011[3]	Comparison[2]	21	13	8				38%
2012[3]	TOPS	18	17					94%
2012	FCSM[1]							
2012[3]	Comparison[2]	18	12					67%

[1]Fisher College of Science and Mathematics (FCSM) is the home of all STEM majors at Towson University
[2]We have been tracking the progress of these students as they continue with their STEM majors.
[3]Numbers 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.
[4]Includes graduates.

Appendix 4: STEM TOPS Program - Demographic Information

Cohort Year	Number in cohort	# with EFC under $5,000*	% students of color	% 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	65%	75%	55%	29%	71%
2011	21	52%	86%	57%	33%	50%
2012	18	78%	78%	50%	22%	44%
2013	21	52%	52%	52%	47%	58%

*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.

Appendix 5: Community Enrichment and Enhancement Partnership 5-Year Summary Data

YEAR	2008- 2009	2009-2010	2010-2011	2011-2012	2012-2013
Recipients	199	168	165	137	100
Male	53 (27%)	42 (25%)	45 (27%)	34 (25%)	24 (24%)
Female	146 (73%)	126 (75%)	120 (73%)	103 (75%)	76 (76%)
Other	0	0	0	0	0
FRESH	24 (12%)	13 (8%)	10 (6%)	14 (10%)	4 (4%)
SOPH	41 (21%)	22 (13%)	22 (13%)	27 (20%)	35 (35%)
JUN	56 (28%)	55 (33%)	31 (19%)	26 (19%)	29 (29%)
SEN	77 (38%)	78 (46%)	99 (60%)	69 ((50%)	32 (32%)
WITHDR.	2 (1%)	0	3 (2%)	1 (1%)	1 (1%)
AF. AM.	152 (76%)	137 (81%)	130 (79%)	104 (76%)	78 (78%)
AS. AM.	12 (6%)	8 (5%)	6 (4%)	5 (4%)	4 (4%)
BIRACIAL	2 (1%)	1 (1%)	3 (2%)	4 (3%)	5 (5%)
WHITE	14 (7%)	10 (6%)	9 (5%)	10 (7%)	3 (3%)
LATINO	18 (%)	10 (6%)	15 (9%)	14 (10%)	10 (10%)
NAT. AM.	1 (1%)	2 (1%)	2 (1%)	0	0
.00 - 1.99	9 (4%)	3 (2%)	1 (1%)	2 (1%)	1 (1%)
2.00 – 2.49	23 (11%)	13 (8%)	9 (5%)	11 (8%)	9 (9%)
2.50 – 2.99	70 (35%)	65 (39%)	60 (36%)	48 (35%)	44 (44%)
3.00 – 3.49	61 (31%)	58 (34%)	64 (39%)	55 (40%)	31 (31%)
3.50 – 4.00	31 (15%)	29 (17%)	28 (17%)	19 (14%)	14 (14%)
WITHDRAWALS	2 (1%)	0	3 (2%)	1 (1%)	1 (1%)
DEAN'S LIST	31 (16%)	58 (34%)	28 (17%)	26 (20%)	18 (18%)
GRADUATES	29 (15%)	23 (14%)	41 (25%)	38 (28%)	23 (23%)

Appendix 6: SAGE Program 5-Year Summary Data

YEAR	2008 – 2009	2009-2010	2010-2011*	2011-2012	2012-2013	
Participants	148	164	181	241	296	
Male	37 (25%)	32 (20%)	33 (18%)	55 (23%)	54(18%)	
Female	111 (75%)	132 (80%)	148 (82%)	186 (77%)	242(82%)	
Other	0	0	0	0	0	
African American	94 (64%)	109 (66%)	114 (63%)	154 (64%)	149 (50%)	
Asian American	6 (4%)	23 (14%)	19 (10.5%)	23 (9%)	43 (15%)	
Biracial	0	0	19 (10.5%)	5 (2%)	33 (11%)	
Caucasian	30 (20%)	16 (10%)	8 (4%)	12 (5%)	37 (13%)	
Latino	5 (3%)	16 (10%)	21 (12%)	35 (15%)	25 (8%)	
Native American	1 (1%)	0	0	5 (2%)	1(.3%)	
Not Listed	12 (8%)	0	0	7 (3%)	8 (2.7%)	
.00 - 1.99	17 (11%)	15 (9%)	9 (6%)	15 (6%)	16 (5%)	
2.00 - 2.49	19 (13%)	8 (5%)	16 (10%)	23 (9%)	29 (10%)	
2.50- 2.99	38 (26%)	50 (31%)	35 (23%)	60 (25%)	68 (23%)	
3.00 - 3.49	55 (37%)	61 (37%)	58 (38%)	89 (37%)	114 (39%)	
3.50 - 4.00	17 (12%)	25 (15%)	27 (17%)	43 (18%)	69 (23%)	
Withdrawals	2 (1%)	5 (3%)	10 (6%)	11(5%)	2 (.67%)	
Dean's List	17 (12%)	25 (15%)	27 (17%)	43 (18%)	69 (23%)	

*2010-2011 data has been updated to include additional cohort students.

Appendix 7: TU Graduation Rates of First-Time Full-Time Degree-Seeking Students Served by Disability Support Services - Cohorts by Years to Graduation: Fall 2006 through Fall 2009

| Fall 2006 | N | Graduated with Bachelor's Degree from Towson University | | | | | |
| | | Within Four Years | | Within Five Years | | Within Six Years | |
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,690	1,047	39%	1,632	61%	1,768	66%
Registered with DSS, in 1st Term	51	15	29%	27	53%	32	63%

| Fall 2007 | N | Graduated with Bachelor's Degree from Towson University | | | | | |
| | | Within Four Years | | Within Five Years | | Within Six Years | |
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,654	1,069	40%	1,611	61%	1,735	65%
Registered with DSS, in 1st Term	82	32	39%	51	62%	57	70%

| Fall 2008 | N | Graduated with Bachelor's Degree from Towson University | | | | | |
| | | Within Four Years | | Within Five Years | | Within Six Years | |
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,826	1,210	43%	1,822	64%	NA	NA
Registered with DSS, in 1st Term	87	36	41%	52	60%	NA	NA

Appendix 7: TU Graduation Rates of First-Time Full-Time Degree-Seeking Students Served by Disability Support Services - Cohorts by Years to Graduation: Fall 2006 through Fall 2009

Fall 2009	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,398	1,070	45%	NA	NA	NA	NA
Registered with DSS, in 1st Term	73	26	36%	NA	NA	NA	NA

Average		Graduated with Bachelor's Degree from Towson University		
		Within Four Years	Within Five Years	Within Six Years
		Average of Fall 2006-Fall 2009	Average of Fall 2006-Fall 2008	Average of Fall 2006-Fall 2007
First-Time, Full-Time Students	NA	42%	62%	66%
Registered with DSS, in 1st Term	NA	37%	59%	67%

NA= Data not applicable

"Registered with DSS, In First-Term" includes students with records in the PS_ACCOM_DIAGNOSIS and who requested an accommodation prior to the end of their first term at Towson University. Students graduating in the summer semester are included with spring graduates. First year shown in column corresponds to the fall semester of each cohort's freshmen year. Does not include transfer students.

Updated October 18, 2013; Source: PeopleSoft, IR

Institutional Programs of Cultural Diversity

Progress Report

AY 2012-13

April 1, 2014

Submitted by:

Joseph Wood, Provost

Section I: Summary of Institutional Plan to Improve Cultural Diversity

The Mission, Strategic Plan and The Diversity and Culture Center Plan of The University of Baltimore all provide the framework for organizing and addressing institution wide diversity initiatives. The Mission identifies the need to serve a diverse population and three of the six Strategic Goals directly address recruitment and retention of a diverse work force and student body. The University of Baltimore's Diversity and Culture Center Plan provides the integration of academic and co-curricular initiatives allowing for a cohesive approach to meeting our strategic goals.

Specifically, The University of Baltimore Mission states;

"*The University of Baltimore provides innovative education in business, public affairs, the applied liberal arts and sciences and law to serve the need of a diverse population in an urban setting. A public university, the University of Baltimore offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service*".

Supporting this mission are three strategic goals with examples of specific objectives to achieve these goals as does the goals and objectives for The Diversity and Culture Center.

Strategic Goals:

G*oal 1: The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded students support services.*
        Objectives:
               o 1.3: Close educational achievement gaps among UB student populations.

Goal 2: The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland's 55 percent college completion goal.
        Objectives:
               o **2.3:** Increase enrollment of Maryland's growing populations, including veterans, immigrants, Hispanics and Asians.

Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni.
     • **Objectives:**
               o *6.7: Continue to cultivate a community that values diversity, equity and inclusion.*

Diversity and Culture Center Goals:

- to develop cultural competency standards that will be used to measure multicultural competency and program assessment
- to develop experiential cultural immersion, alternative break programs for students
- to create an inclusive environment where students can engage and dialogue about diversity and social justice issues and concerns

Strategies and progress for initiatives are embedded in the sections to follow.

Section II: **Efforts to Increase the Numerical Representation of Traditionally Underrepresented groups among students, administrative staff and faculty**.

Students
Current Status

Historically, the University of Baltimore's populations were upper division undergraduate, graduate and law students. With the introduction of the program for traditional-age freshmen in 2007, the University's enrollment has grown by 32%, with significant growth (67%) in the undergraduate population and moderate growth (14%) in the graduate student population. These changes in the population are

attributed to an expansion of its undergraduate population in the Baltimore Metropolitan area and expansion of the geographic recruitment area beyond the University's historic base to achieve greater diversity, not only in age (trending younger) and geographic origin (trending farther from campus) but also in ethnicity.

While table IV indicates total undergraduate enrollment, there are slight variations in this group. UB's population of new freshmen is the most ethnically diverse population at UB, with the new Fall 2013 class composition: 55.2% African American, 25.5% White, 6.5% Hispanic/Latino, 5% Asian and 1.1% International. The undergraduate transfer population for Fall 2013 is 43.1% African American, 37.9% White, 4.3% Hispanic/Latino, 5.6% Asian and 2.2% International. Growth for new freshman is in Hispanic/Latino and Asian students. Transfer student growth remains consistent for Hispanic/Latino and African-American/Black students while transfer Asian student enrollment has increased.
The University of Baltimore's academic programs at the graduate and professional levels have remained fairly consistent in their compositions. In Fall 2013, entering graduate student cohort was comprised of 41% African Americans, 40% whites, 4% Hispanic/Latino, 5% Asian and 5% International students. The law population was 8.4% African American, 74.6% White, 4.9% Hispanic/Latino, 4.9% Asian and 3.8% not specified.

Student Recruitment Initiatives

The University of Baltimore acknowledges the focused recruitment efforts required to attract the students of today and tomorrow. On December 13, 2012, UB hosted the *UB 21 Summit on Hispanic Students and Higher Education: Proximos Pasos*, which gathered representatives of local high schools, universities, business leaders, government entities and community groups with the goals of identifying barriers to education and implementing solutions. UB has also added staff in the Offices of Admission; a full-time admission counselor is dedicated to the active recruitment of Hispanic and Asian students and participates in events and activities affiliated with those communities. The University is also advertising and media campaigns are directed towards these prospective students and families. The law school, the school with the least diverse student body, has a specific admissions counselor whose primary focus is to work to increase the diversity of the incoming class.

Closing the Achievement Gap Initiatives

Each year since 2011, UB has prepared a Closing the Achievement Gap report to the University System of Maryland. This work focuses on assessing the "gap" between the graduation rates of all students and our most at-risk populations. UB defines our most at-risk students as African American, Hispanic, and Pell-eligible students who are first-time/full-time undergraduates and new transfer students. For our base year in measuring the gap, African-American students comprised slightly more than a quarter of transfer students in Fall 2004, a proportion smaller than that of all undergraduates that year (and less than freshman in 2007, the first year in which freshman were admitted to UB). Hispanic enrollment did not comprise a significant portion of the new transfer students in Fall 2004, and numbers are sufficiently small that ratios and statistics show considerable variation. Pell-eligible students are the largest of these three target groups, at over one-third of the students. Pell-eligibility is used as a proxy for socio-economic status, and overlap of the three groups is considerable, something of great relevance to student retention and graduation.

First Time Undergraduate Students

Table 1A shows that the first to second year transition is the only area in which there is an achievement gap between all UB first time undergraduates and African American first time undergraduates, and that gap is quite small (-1%). For all other transition points, there is either no gap, or African American students fare better. We have determined that the primary explanation for this scenario is that African American students comprise nearly 40% of the freshman class; therefore, trends for this cohort drive in large part trends for the whole. We believe that the primary reason for the gap from the second to the third year centers on the transition of students from our highly supported advising system for pre-majors[1] to advising in the majors.

Table 1A: First-Time Undergraduates, 2009 Cohort: All UB and African American Students					
Retention	ALL UB	African American	Gap	Pell eligible	Gap
2nd year	77	77	0	80	3
3rd year	55	54	-1	56	1
4th year	48	48	0	46	-2
5th year	35	38	3	36	1

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[1] UB freshman enter as pre-majors until they have completed all developmental requirements, passed freshman seminar with a C or better, and earned a 2.0 GPA after completing 24 credits.

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Since a very large majority of our African American freshmen require at least two developmental courses, it takes this cohort longer to declare a major. Thus, the transition to more independence with course selection and less oversight through the early alert system is likely to cause some of the more fragile students to make departure decisions or to be involuntarily separated from the University later in their academic career at UB. Pell-Eligible students actually fare better during early transitional years, but their gap occurs in the third to fourth year transition. We believe that these students are also affected by heavy developmental placements and the consequences of not passing those courses the first time. That is, if their financial aid is expended on taking courses that don't count toward degree completion (especially if they need to take them more than once), then students face financial barriers later in their academic careers. We believe that many of these students first make the choice to go from full-time to part-time (decrease enrollment intensity) or to work more hours than their skill level can manage. Then, more isolated from the support systems that have helped them to get this far in their degree programs, they stop out (often with the intention to return). It is worthwhile to note, however, that another reason for the narrow gap between all students in the 2009 cohort and the two at risk populations is that the success markers for the majority population experienced a drop, while the markers for African American students improved, as shown in Table 1B. Our students who are at risk for a graduation gap[2] actually do much better in their first-to-second year retention.

Table 1B: One Year Change: 2008 and 2009 Cohort						
	All UB 1st Time Undergraduates				African American 1st Time UG	
	2008 Cohort	2009 Cohort	Difference	2008 Cohort	2009 Cohort	Difference
2nd year	82%	77%	-5%	74%	77%	3%
3rd year	64%	55%	-9%	47%	54%	7%
4th year	56%	48%	-8%	45%	48%	3%
5th year	37%	35%	-2%	35%	38%	3%

This means to us that while there may by a gap in time-to-graduation, the eventual degree attainment gap will be quite narrow: the students are staying at UB but taking longer to finish (quite likely to the drop in enrollment intensity described above), as shown in Table 1C on the next page. The likely case is that the 2008 Cohort was an anomaly. As Table 1C shows, the 2008 cohort is the highest performing group for all of the transition junctures for all UB freshmen, with lower subsequent performance for our risk groups. In other words, the "All UB" student success rates had an anomalous "peak" for the 2008 cohort, but the risk cohorts have been more stable, at least up to the 2012 cohort.

Table 1C: First to Second Year Retention for 1st time Undergraduates						
	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
All UB	69%	82%	77%	78%	73%	67%
African American	77%	74%	77%	79%	75%	71%
Pell Eligible	89%	78%	80%	82%	70%	68%

The early first-to-second year performance of the 2012 cohort is of particular concern:
- For all UB freshmen, the rate had a 6% drop, to 67%, the lowest rate we have had.
- For African American freshmen, the rate had a 4% drop to 71%, the lowest rate we have had.
- For Hispanic freshmen, the rate had a 12% drop to 63%, the lowest rate we have had.
- For Pell-Eligible students, the rate had a 2% drop to 68%, lowest rate we have had.

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[2] The gap in six year graduation rates between "All UB" students and African American students for the 2007 cohort was -18%, and for Pell-Eligible students, which was -21%.

Our response has been swift. In Fall 2013, the President appointed a special assistant to focus on student success issues and to collaborate with the deans and faculty to build new approaches to student success. In concert, the Provost's Office mapped a "Pathways to Persistence" for all of the student cohorts (freshmen, freshman and sophomore transfer students, and upper division transfer students) to determine where the barriers to persistence might lie and to determine how to better prepare students to overcome those barriers and when those barriers might be eliminated while retaining high academic standards. The campus undertook an analysis of courses with high failure rates to determine ways to help students to be more successful. Finally, we piloted an expansion of our mid-term grade reporting strategies to make mid-term feedback available to students in all undergraduate courses, not just the freshman courses.

New Transfers

Table 2A below shows a widening gap between graduation rates of all UB new transfer students and African American transfer students, a widely varying gap with Hispanic students, and a steady and narrower gap with our Pell-Eligible students. However, as with the new freshmen populations, we cannot equate lower 6-year graduation rates with much higher attrition rates. Our year to year retention rates provide a clearer picture of the situation.

Table 2A: Graduation Rate Gaps: 2003-2007				
	All UB	African American	Hispanic	Pell-Eligible
2003	66%	53 (-13) %	57 (-9) %	58 (-8) %
2004	62%	47 (-15) %	100 (+38) %	57 (-5) %
2005	63%	49 (-14) %	33 (-30) %	54 (-9) %
2006	66%	52 (-14) %	60 (-6) %	57 (-9) %
2007	64%	46 (-18) %	88 (+24) %	55 (-9) %

As shown in Table 2B, our at-risk populations tend to fare better in year to year retention than the rates for all UB transfer students. African American transfer students have a gap after the first, and to a lesser extent after the second, year of enrollment, but then their retention is quite strong; Pell-Eligible students fare better than the rates for all UB transfer students at each juncture. This tells us that the graduation rate gap is more likely a result of lower enrollment intensity in the at-risk population than that for whole population. Indeed our demographic analyses have shown that UB's African American transfer students tend to be older and more part-time (even if they start as full-time students), and it is likely the completion risks associated with being a part-time student that is driving the graduation rate gap.

Table 2B: Year to Year Retention: 2009 Cohort of New Transfer Students						
Retention	ALL UB	African American	Gap		Pell Eligible	Gap
2nd year	78%	73%	-5%		81%	3%
3rd year	49%	48%	-1%		54%	5%
4th year	22%	28%	6%		26%	4%
5th year	11%	14%	3%		12%	1%

Similar to the patterns for first time undergraduates, for new transfer students there was a drop between the 2008 and 2009 cohorts, as shown in Table 2C.

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Table 2C: One Year Change, 2008 to 2009 cohorts						
	All UB New Transfer Students			African American Transfer Students		
	2008 Cohort	2009 Cohort	Difference	2008 Cohort	2009 Cohort	Difference
2nd year	81%	78%	-3%	71%	73%	2%
3rd year	54%	49%	-5%	64%	48%	-16%
4th year	20%	22%	2%	29%	28%	-1%
5th year	10%	11%	1%	14%	14%	0%

However, for transfer students, the rates for African American students fell to a much greater degree, especially in the second to third year transition.   Because the drops are greater earlier in the students' academic career, likely causes are access issues (scheduling, balancing work and life responsibilities, etc.) and fit issues (forming connections with the University community outside the classroom, developing a commitment to the major, forming a solid commitment to degree completion).

Our gap in time to graduation is widening, likely due the influx of transfer freshmen and sophomores who started to enroll in Fall 2008. It is likely that these students will take longer to graduate if they tend to drop from full-time to part-time, as does our whole transfer student population.

To summarize, we believe that the primary challenges with transfer students are associated with balancing responsibilities and commitment issues. By addressing access (course availability, scheduling, and financial aid for part-time students) and institutional commitment (clear connections between the degree and career goals, timely and consistent feedback on progress, and perceptions of the value of the degree at UB), we believe that the retention gaps will narrow. However, because life situations are often key to decisions concerning enrollment intensity, gaps in time to graduation will likely persist, with our at-risk students remaining at-risk for lower enrollment intensity rates, and thus longer time to degree completion.

Initiatives Related to Freshman Risk Factors. For this population, we focused on these risk factors: developmental placements that reduce credits completed in first year, support during transition from freshman support systems to advising in the majors, college readiness of conditionally-admitted students and subsequent impact on GPA. Here are the related initiatives:
- Substantial review and restructuring of foundational courses, including major changes in placement processes and learning support. (2010-Present).
- Sophomore seminar (2012-Present). Since Summer 2012, UB faculty members have been restructuring the General Education Program. In Fall 2014, we will offer a companion experience to the native freshmen and a structured entrée into General Education.
- Summer bridge for conditionally-admitted students (initiated in Summer 2012) with follow up advising and support processes (initiated in 2014).
- Expansion of mid-term grade reporting as a form of early alert to encompass all undergraduate courses (initiated in 2013).
- Follow-up institutional research on the correlation between first semester GPA and credit completion rates and attrition and enrollment intensity outcomes (initiated in 2013 with a focus on the bridge students, but to expand to 2014).

Initiatives Related to Transfer Student Risk Factors. For this population, we focused on these risk factors: access issues, including course availability to accommodate work and personal commitments and availability of financial aid for part-time students; commitment to completion (strengthened by more frequent feedback on progress, clearer college to career connections, and more flexible engagement opportunities). Here are the related initiatives:
- Expansion of mid-term grade reporting as a form of early alert to encompass all undergraduate courses (initiated in 2013).

- Special assistant to the President on Student Success Initiatives, with a charge to work with the Deans and faculty on course-centered strategies to improve student success.
- Creation of the Enrollment Collaboration and Implementation Team, a cross-functional workgroup centered on overcoming barriers to student persistence (initiated in 2013).
- Course redesign projects:
  - Ethical Issues in Business and Society, an upper division general education course (2011-Present);
  - Arts and Ideas, an upper division general education course (2012-Present);
  - Accounting sequence, 200-300 level courses (initiated in 2014);
  - Senior Capstone Projects (initiated in 2013).

Initiative Related to Enhanced Teaching and Learning

- Received three competitive grants to design academic innovations that incorporate MOOCs into traditional learning experiences. Our design to embed a MOOC into a freshman learning community was recognized by the Gates Foundation as a successful strategy to help students who are at risk for attrition to better benefit from online learning experiences. We believe the design helps at-risk students to practice effective learning habits; the model improved DFW rates by 4%.
  - Working with renowned historian Taylor Branch to create a highly interactive MOOC on America during the Civil Rights Movement.
- The integrated learning platform project embedded Pearson's My Foundation Lab into our Bridge program and improved pass rates from 51% in 2012 to 81% in 2013
- **Course Redesign.** Through a competitive USM Course Redesign grant, UB transformed an upper division general education course. This innovative design (a "tri-brid" format that incorporates classroom, online, and experiential learning) promotes higher pass rates, higher student satisfaction, and savings in instructional and space costs.
- **College Completion.** In summer 2012, UB concluded its implementation of the work supported by an MHEC College Completion grant. The project, entitled "Integrated Retention and Persistence Support for Transfer Sophomores", provided improvements to sophomore advising, professional development for faculty, and stronger learning experiences to connect college and career goals.
- **Summer Programs**. From 2012 to the present, UB has engaged in a substantial restructuring of our summer program. Using data analytics to target courses for redesign, we selected courses to transform into 5-week courses, online courses, or both. Assessed student satisfaction has been very positive, and summer enrollments grew.
- **General Education**. In Spring 2013, the University community approved a new competencies model for General Education. Highlights include capstone courses, new first year learning community models, and a sophomore seminar.
- **Office for Academic Innovation**. In Fall 2013, UB established an office for academic innovation, charged with engaging faculty in leading edge teaching and learning strategies that improve learning and conserve resources.

Faculty and Staff

Current Status

Due to the small numbers of faculty, staff and administrators (259 dispersed among these three categories) slight changes in personnel can have far reaching impact on percentages. However, since 2008 there have only been slight changes in the diversity of tenured or tenured track faculty at the University of Baltimore (.2% drop in African-American/Black, a 1.5 % drop in Asian and .4% drop in Hispanic/Latino). However, in other tenured status there is a 2.1% increase in African-American/Black, a

1.2% increase in Asian and a 1.5% increase in Hispanic/Latino with a 9.7% decrease in White individuals. For staff, during this same time period, there has been a 5% decrease in African-American/Black, a 4.8% decrease in Hispanic/Latino, a .8% increase in Asian and a .6% decrease in White individuals.

Faculty/ Staff Recruitment Initiatives

The UB Office of Human Resources (HR) annually assesses the impact of recruiting a diverse workforce tracking applicant responses to specific publications. This past year, the applicant response rates to Diverse Issues in Higher Education (DIHE) ads were low, and HR began using affirmative action upgrades to HigherEdJobs (HEJ) as the primary source for diversity advertising. More applicants and candidates have shown HEJ as an ad source. In addition, The UB Office of Human Resources recruits using the following additional publications:

- *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*

In conjunction with The UB Office of Human Resources, individual schools attend conferences in their disciplines to solicit diverse pools of applicants for positions.

Section III: Summary of actions taken to create positive interactions and cultural awareness

The following information summarizes cultural awareness programs offered by a variety of divisions in Academic and Student Affairs. These include programs for faculty and staff training, curricular initiatives and courses and co-curricular programming. In the division of Student Affairs, The Diversity and Culture Center has provided the hub for diversity initiatives with collaborative efforts with each of the four schools (Law, College of Arts and Sciences, College of Public Affairs, and the Merrick School of Business).

Specific Initiatives, Assessments and Actions taken since last report

- The Diversity Resource Library offerings increased during the 2012-2013 academic year, 60 new DVD and books were added to the resource library. The Diversity and Culture Center Resource Library currently houses over 700 resources available to students, faculty, and staff.
- **Safe Space Training.** During the fall semester the Diversity and Culture Center coordinated Safe Space Train the Trainer Workshop. The goals of the program are to educate members of the UB campus community on the needs and concerns of LGBTQ students, staff, and faculty; establish a campus wide network of visible allies who provide support to our LGBTQ students, staff, and faculty, and to foster an atmosphere on campus which supports the success of LGBTQ persons.
- **Women's Group.** The Women's resource group held during the spring semester is designed for women who attend UB. The primary goal of the group is to provide a safe haven for college women to discuss issues and address their unique needs through discussion and peer education.

- **Women's Power Connection Luncheon.** This initiative is a collaborative effort between the Diversity and Culture Center and the Career and Professional Development Center for students to gain knowledge and awareness and of women in the workplace.
- **The Intersection between Law, Race, and Sexual Orientation.** This program is a collaboration between the Diversity and Culture Center and the Black Law Students Association and included a panel discussion addressing how race, gender and sexual orientation affect judges, attorneys and the general public.

Programs and Services- Ongoing Collaborations

- **UB Friends.** The UB Friends, International Friendship Program is a program designed to ease the transition into American culture and the university setting for new international students. The program matches new international students (undergraduate, graduate, law) with a volunteer with whom he or she can visit, enjoy an occasional meal, celebrate holidays, participate in community events. The goals of the UB Friends program are to integrate international students into the UB community, assist international students in understanding American culture, stimulate discussion and exchange of ideas about culture, customs, and international matters among the UB community, and to facilitate cross-cultural friendships and communication to increase knowledge of global perspectives.
- **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, develop a connection with the University community and fellow new international students, and to meet and network with faculty and staff, and to connect with important resources. The orientation programs are held prior to the beginning of fall and spring semesters.
- **International Education Week.** International Education Week occurred in November and consisted of two major events: International Alumni Career Panel and Holidays around the World. The events were co-sponsored with the International Admission and Enrollment Office
- **African American Arts Festival.** The 5th Annual African American Arts Festival was hosted by the Diversity and Culture Center and Spotlight UB, and additional partnerships with PNC® Bank and the Master of Public Administration Student Association (MPASA). The three day festival consisted of four programs and was open to the University of Baltimore students, faculty, staff and surrounding community.
- **World AIDS Day.** Red ribbons were distributed on December 3, 2012, to commemorate World AIDS Day. The AIDS quilt was also displayed in the Student Center.
- **Hunger Banquet.** The primary goal for this program was to educate students about the issues of hunger and nutrition both locally and globally. Students were provided an opportunity to observe in a very real way how different nations tackle the challenge of hunger. This program featured a screening of the film *One in Six,* which focusses on the worldwide effort to erase hunger, followed by a discussion. This event was co-sponsored by the Diversity and Culture Center, the Center for Student Involvement, and the Honors Program.
- **Cultural Outing: Civil War to Civil Rights Walking Tour Part 2.** As a follow up to spring 2012 Civil War to Civil Rights Walking tour, the Diversity and Culture Center coordinated the Civil War to Civil Rights Walking Tour Part 2 during the fall semester. The Civil War to Civil Rights Walking Tour is a self-guided audio tour that follows signs throughout Washington's Downtown.
- **Soup and Substance Series.** The Diversity and Culture Center continued the Soup & Substance Series through the Fall 2012 and Spring 2013 semesters. These lunchtime programs feature a small group dialogue on various cultural and diversity topics with campus facilitators. Soup & Substance focused on Ramadan facilitated by Muslim students, the highly debated issue of ballot question 6: Maryland Dream Act, an informal discussion of the book, *35 Dumb Things Well-*

intended People Say by Dr. Maura Cullen and a discussion led by the staff member and students from the Armagh Project -a study abroad experience in Armagh, Ireland. Students shared their experiences and discussed the current civil conflict occurring in Ireland.

Section IV: Additional initiatives

- In partnership with USM and the ITHAKA Foundation, UB continues to examine online learning materials to augment learning in women's studies and African-American literature course curriculum from Coursera.
- More than one hundred courses at UB have been identified as those that address curricular needs to prepare students to work in a diverse community.
- In response to a questionnaire used in assessment regarding diversity, Applied Psychology - APPL703: Practicum course had a diversity component built into the required treatment plans so that diversity issues are discussed each week in student presentations of their treatment plans
- A partnership between the Merrick School and the Berlin School of Economics and Law offers business programs, during the summer months of June and July, that blend business, politics, language and culture for an in-depth study of Germany and the European Union.
- **Law School** new or on-going programs to address students' learning about cultural diversity.
  - *Reginald F. Lewis Pipeline Program*
  - *Baltimore Scholars Program*
  - *LSAT Prep Program*
  - *American Bar Association Diversity Day*
  - *Black Law Student Association Black History Month Recognition Week*
  - *Fannie Angelos Institute for Academic Excellence*
- Business professors wrote a play, Concerning Lupe, about the misunderstandings between a Latina executive and her very "WASP" boss at a multinational corporation in Chicago. The play takes place just before her performance evaluation: as they prepare for it, they each recall the same incidents but interpret them in completely different ways, because they are seeing them through different cultural lenses. The other characters in the play help to highlight the contrasts between Latino and U.S. cultures, and to understand the dynamics of prejudice and discrimination. The play has been used in a number of business courses.
- 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 department added Cultural diversity requirement implemented in program revision for AY 2013-14
- 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 and beyond.

PROGRAM OF CULTURAL DIVERSITY
2013 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE

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.

UMB continues to have a multi-pronged approach to fostering cultural competency. First and foremost, each of the graduate/professional schools has accreditation standards that keep the issue in the forefront of their educational efforts. In addition, there are initiatives from the President's Office, Campus Life Services and others, as well as programming initiated by our students.

This progress report includes a summary of UMB's diversity-related goals contained in its institutional plan; UMB's efforts to increase its numerical representations of diverse groups; its efforts to create positive interactions and cultural awareness; and lastly, UMB's institutional demographic data, as requested by USM.

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[1] UMB records indicate that there were not any campus-based hate crimes or bias-motivated incidents that occurred on campus during the applicable reporting period.

1. Summary of Institutional Plan

The University's Strategic Plan Report, 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.

> 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.[2]

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[2] Progress toward achieving the Strategic Plan goals is overseen by Work Group co-chairs Peter Gilbert, Senior Vice President and Chief Operating Officer and Dr. Roger Ward, Vice President for Academic Affairs and Chief Accountability Officer.

Under "Promoting diversity and a culture of inclusion," UMB's 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 (DAC) 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 DAC.

1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the DAC on diversity and inclusion initiatives.

1.4 Conduct a Universitywide 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.

PROGRESS REPORT as of June 2013[3]

FY 13 - President formally assigned responsibility for diversity and inclusion initiatives to the Diversity Advisory Council.

A letter asking each dean to appoint a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives has been drafted. The letter is pending review by the DAC before being sent to the deans.

FY 14 (anticipated) - Each dean will formally assign a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.

The liaisons will be integrated into the activities of the DAC.

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[3] The next progress update on the Strategic Plan is due April 25, 2014.

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.

PROGRESS REPORT as of June 2013:

FY 13 - Human Resource Services is making good progress in building 'promotion of diversity and inclusion' in job descriptions and performance reviews. Likewise, the decanal review instrument includes this as a criterion.

The Diversity/EEO/AA Manager has prepared annual diversity and affirmative action reports and is readying them for distribution to deans and vice presidents. A presentation to the DAC on the diversity of tenured faculty and senior administrative staff will occur in the Fall 2013 semester.

Good progress is being made in developing a calendar of diversity programming; the offices of Communications and Academic Affairs are collaborating effectively on publicizing events for the 2013-2014 academic year.

Progress is also being made through promotion of diversity events via email blasts, The Elm newsletter and in-person outreach by each Schools' academic and student affairs deans.

FY 14 (anticipated)- A presentation to the DAC on the diversity of tenured faculty and senior administrative staff by the Diversity/EEO/AA Manager will occur in the Fall 2013 semester.

The Office of Human Resource Services will commence a compensation review to promote best practice and equity in salary determination and resource allocation.

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 Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

PROGRESS REPORT as of June 2013:

Activity on this goal is projected to begin in September 2014.

Each of UMB's Schools also has an obligation to and a vested interest in enhancing diversity. The "obligation" comes from the various accrediting agencies; the desire and vested interest comes from the knowledge that cultural competency education and diversity amongst faculty, staff and students results in graduate and professional students who are better trained and more capable graduates.

For example, the Accreditation Council for Pharmacy Education (ACPE) in 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." As a result, the School of Pharmacy 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.[5]

2. Efforts to Increase Numerical Representation

At UMB, targeted efforts toward increasing numerical representation of students and faculty from diverse backgrounds come primarily from within the graduate and professional schools rather than through a centralized effort. However, as is shown below by the illustrative examples, while our school based efforts are ever increasing, our campus initiated activities are also growing.

First, with regard to students, the admissions policies of UMB's schools aspire to achieve a broadly diverse student body. 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 our educational and social environment.

Yet, UMB realizes the critical importance of pipeline and recruitment activities that precede admissions review. While representatives of UMB's Schools have long attended events and made presentations at traditional HBCU's, our outreach goes much further. In 2013, UMB recruiters and other representatives attended events such as:

- Hispanic Youth Symposium;
- National Black Pre-Law Conference;
- Council on Legal Education and Opportunity's (CLEO) Attitude is Essential (AIE) and Achieving Success in the Application Process (ASAP) programs; and

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[5] They are: GA 5: Social Awareness and Social Responsibility; GA 6: Social Interaction and Citizenship; and GA 8: Cultural Competency.

- Choctaw Nation Advisement Program: Ivy League and Friends Information Session.

We also partner with organizations such as:

- National Association of Medical Minority Educators
- LatinoJustice PRLDEF (Puerto Rican Legal Defense and Education Fund)
- Association of American Medical Colleges' Summer Medical Dental Education Program.

UMB Schools also reach in to the local communities to host pipeline events. For example, the School of Medicine (SOM) does outreach through a shadowing program for members of the local community (many of whom are underrepresented minorities) and gives them the opportunity to interact with UMB physicians. SOM also has an annual High School "Mini Medical School" program where current students teach high school students about breaking cycles of health care disparities and creating positive changes in their families and communities.

The School of Law hosted a Montgomery County Scholars Program information session for students co-sponsored by 3 specialty bar associations whose membership is comprised of attorneys of underrepresented minority groups. They are the J. Franklyn Bourne Bar Association, the Maryland Hispanic Bar Association and the National Asian Pacific Bar Association.

Our Schools also conduct school-specific activities targeted toward improving enrolled students' academic success as well as retention and graduation rates. In the spring 2013 semester, the School of Nursing (SON) created a program to build on the academic services offered by their Student Success Center which targets first generation college students. Students receive a partial scholarship award, academic coaching, workshops on time management, textbook reading as well as private and group tutoring. In addition, because nursing continues to be a female dominated field, SON was involved in the establishment of the Maryland Chapter of the American Assembly of Men in Nursing in an effort to create access to male role models.

At the campus level, one of UMB's efforts toward increasing underrepresented populations in the science, technology, engineering, and mathematics (STEM) fields is through participation in Maryland's AGEP[6] PROMISE[7] Program. This Program has been

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[6] AGEP stands for the Alliance for Graduate Education and the Proffesoriate.
[7] http://www.graduate.umaryland.edu/current_students/PROMISE/

a critical catalyst for increasing enrollment, retention and graduation rates. PROMISE at UMB is dedicated to providing a supportive community and professional development training in all stages of the PhD process. Along these lines, UMB offers a variety of programs and activities including a peer mentors program, recruitment activities, professional development workshops and a dissertation support group.

UMB is also proud to state that the DAC received a 2013 Higher Education Excellence in Diversity (HEED) national award.[8] The DAC initiative recognized was a university wide open house for potential students designed to build a highly talented and diverse pipeline of applicants for our schools.

UMB's commitment to diversity and participation by underrepresented groups is equally strong with regard to the recruitment and retention of faculty and staff. The University strives to provide an efficient and user-friendly faculty hiring process that contributes to a diverse pool of qualified candidates. Human Resource Services' (HRS) Diversity/EEO/AA Office acts as a resource for departments conducting academic searches by providing all academic departments with resources and by publishing information in the "Faculty Recruitment Packet." Additionally, HRS Diversity/EEO/AA also provides information about diversity posting resources for publicizing employment opportunities during the faculty recruitment process. Additionally, recommendations for potential candidates for faculty positions are often sought from the extensive network of affiliated professionals. These targeted queries are often seen as an essential element of demonstrating interest and enthusiasm in diversity and also aid in identifying traditionally underrepresented candidates.

UMB's HRS also ensures that a number of basic elements are met in order to eliminate barriers and increase access for underrepresented minorities seeking staff employment. The University utilizes a formal performance evaluation program for all employees. In addition, management and supervisors are trained on the basic methodology of performance evaluation. Neither minority nor women employees are required to possess higher qualifications than those of the lowest qualified incumbent in the job for which they apply. Information about opportunities for advancement into more challenging positions is shared widely through the career development process. Special internal training programs are provided as necessary to ensure the achievement of our placement, retention and promotion goals. HRS also makes available diversity training workshops and offers gateways to staff and faculty mentoring programs.

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[8] http://www.insightintodiversity.com/heed-award/about-the-heed-award

UMB Schools also share this commitment to outreach and equity. For example, the Masters in Public Health (MPH) program specifically articulates "diversity and inclusion" and "health equity" as two of its core values. In this regard, it is generally accepted that faculty are expected to incorporate those values in their teaching, research and service. However, the MPH leadership also acknowledges the importance of the program's faculty and staff being representative of the racial and ethnic diversity of the State of Maryland and keeps annual benchmarking statistics with regard to faculty and staff composition.

Likewise, the School of Social Work's recent new faculty hires are noteworthy: there is a tenure track faculty member who is fluent is Jordanian Arabic and has conversational Spanish and intermediate modern standard Arabic at her disposal. She works with persons with developmental disabilities. In addition, this past year four African-American women have recently been hired (1 tenure track and 3 clinical instructors) along with an African-American male for the Dean's leadership team.

Additionally, in 2013, the School of Medicine awarded, for the first time, a Dean's Faculty Award for Diversity and Inclusion. The recipient, Dr. David Stewart, is associate professor and chair of the Department of Family & Community Medicine. During his tenure as chair, Dr. Stewart has recruited diverse faculty and retained excellent leaders. He has significantly increased the underrepresented minority composition of his faculty and resident staff. According to his nominator, Dr. Stewart very much encourages his faculty to pursue grants and research in the area of health disparities. He, himself, has been the principal investigator on numerous grants from the U.S. Department of Health and Human Services, the National Institute of Mental Health and the Maryland Department of Health and Mental Hygiene, including research to increase awareness for African-American males with hypertension. Dr. Stewart is also a close advisor to the University of Maryland's School of Medicine's Center for Health Care Disparities and the Maryland AHEC.[9]

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. Through events as varied as

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[9] AHEC stands for Area Health Education Center.

a clarinet quartet from DC's Different Drummers[10], American Indian Storytelling,[11] Living Ribbon,[12] African Ancestry Workshop,[13] Remembering the Holocaust,[14] Suicide Prevention Training[15], American Sign Language,[16] and American Asian/Pacific Islander Spotlight Artists,[17] the Southern Management Corporation Campus Center provides a unique setting for interdisciplinary encouragement of broad social, cultural, recreational, and education programming for the entire University community. Each Heritage-History Month program aims to:

- Provide an understanding of the multiple perspectives of others, while valuing one's own heritages, experiences and values;
- Encourage an appreciation 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.

The Office of International Scholars offers a Conversation, Communication, and Culture (C3) program in collaboration with Campus Writing Center. It meets weekly during the academic year to explore facets of culture and language and how they impact intercultural interactions. Weekly topics have included American Slang, US Politics, US Consumer Culture, Places around Baltimore, and Participant Presentations. C3 is open to all UMB students, scholars, and staff; however, the majority of participants are international students and scholars.

The Office of the President sponsors the Annual MLK Diversity Recognition Awards. In 2013, the Outstanding Faculty/Staff Award went to Gregory Carey, PhD. Dr. Carey, assistant professor and director of student summer research and community outreach in the Department of Microbiology and Immunology at the School of Medicine, was

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[10] LGBT History Month
[11] American Indian Heritage Month
[12] World Aids Day Week
[13] Black History Month
[14] Cultural Enrichment
[15] Cultural Enrichment
[16] Cultural Enrichment
[17] American Asian/Pacific Islander Heritage Month

lauded for being a passionate and committed mentor to minority students and postdoctoral fellows at the University for close to a decade. In recent years, several immigrants and African-Americans of high school age have gone on to pursue higher degrees after being mentored in his laboratory in the Center for Vascular and Inflammatory Diseases. Dr. Carey's public speaking, teaching and mentoring activities reach students from the elementary school level to graduate and professional health education.

The Outstanding Student Group in 2013 was the University's Pride Alliance which promotes a more inclusive campus environment for lesbian, gay, bisexual, transgender and queer/questioning students, faculty, staff and alumni and is mobilizing support for equality throughout Maryland.

Another annual endeavor from the Office of the President is the Student Leadership Institute.[18] It provides instruction on a no-fee, no-credit basis to selected 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 2013 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. UMB's report to DHMH has been included as Supplement B. However, a sampling of School and student led efforts are highlighted below.

Each year, the SOM student chapter of the Student National Medical Association[19] provides a health fair for the diverse Baltimore community located at Lexington Market. This event has grown from a small outdoor event in front of an urban high school to an event anticipated by it's over 200 attendees. The focus of the fair is to address the

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[18] http://www.umaryland.edu/islsi/pi/psli/
[19] The Student National Medical Association (SNMA) is the oldest and largest student-run organization focused on the needs and concerns of medical students of color.

health needs of the participant's entire family. Medical students and faculty interact to provide a variety of health screenings and educational information on a variety of topics from diabetes to prescription safety. In addition, they provide information on health insurance and also help address the many structural barriers to maintaining good health.

Similarly, the Hispanic Dental Association's student chapter at the School of Dentistry has an extensive outreach program. During 2013, students performed, under faculty supervision, oral health screenings for over 400 Maryland residents at Hispanic/Latino outreach events and at schools in Baltimore City. The group also visited Baltimore's St. Vincent de Paul in February of 2013 where they talked with 140+ toddlers, aged 2-4, and their parents about good oral hygiene.

The School of Social Work hosts an annual "Unity Day," which brings together diverse student groups such as the Coalition for Military Awareness, Latin American Solidarity Organization, Christian Social Work Fellowship, Lesbian Gay Bi-Sexual Transgender Questioning/Queer Allies Union, and the African-American Students in Social Work shop that highlights how all social workers, no matter their background, can promote change and understanding regarding those who need advocacy.

UMB, its Schools and its students are enthusiastic and committed partners in our wide-ranging efforts to create opportunities for education and enhancement of the lives of underrepresented minorities.

4. Institutional Demographic Data Requested by USM

Included as Supplement A.

UNIVERSITY of MARYLAND

PROGRAM OF CULTURAL DIVERSITY
2013 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE

SUPPLEMENT A

Demographic Data

UMB Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
1 - Tenured/Tenure-Track	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
	2013	African American/Black	30	5.45%	13	17
		American Indian/Alaska Native	2	0.36%	1	1
		Asian	81	14.73%	16	65
		Hispanic/Latino	11	2.00%	4	7

		Not Reported	1	0.18%	1	0
		White	425	77.27%	133	292
			550		168	382

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
2 - Non-Tenure Track	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

			Total	Pct	F	M
		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
	2013	African American/Black	234	10.17%	160	74
		American Indian/Alaska Native	4	0.17%	4	0
		Asian	402	17.47%	195	207
		Hispanic/Latino	49	2.13%	31	18
		Not Reported	35	1.52%	16	19
		Other Pacific Islander	2	0.09%	2	0
		Two or More Races	5	0.22%	3	2
		White	1570	68.23%	874	696
			2301		1285	1016

Employee Type	Year	Race	Total	Pct	Gender F	Gender M
3 - Non-Faculty	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
2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323

UMB Students by Race and Gender

Year	Race	Total	Pct	Gender F	Gender M
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
2013	African American/Black	861	13.70%	689	172
	American Indian/Alaska Native	9	0.14%	8	1
	Asian	954	15.18%	664	290
	Hispanic/Latino	324	5.16%	214	110
	International	271	4.31%	171	100
	Not Reported	146	2.32%	99	47
	Other Pacific Islander	1	0.02%	1	0
	Two or More Races	191	3.04%	148	43
	White	3527	56.13%	2474	1053
		6284		4468	1816

UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

APRIL 2, 2014

I. The UMBC Diversity Plan and Progress

Throughout 2013, 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, the Center for Women in Technology, the MARC U *STAR scholars program, and the ACTiVATE Entrepreneurship program. These programs and others reflect the substantive commitment to diversity that UMBC continues to fulfill. UMBC is well-known for its recruitment and support of a diverse staff, and is celebrating its fourth consecutive year of recognition in the Chronicle of Higher Education's annual Great Colleges to Work For Survey, which recognized UMBC for diversity in 2013. 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. Plans are underway for a diversity resources webpage. 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 the 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 provide financial support, academic advising and professional development to 41 undergraduate junior and senior underrepresented minorities (URM) his year.   A competing continuation proposal is planned for submission in May 2014. 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 332 students have been selected as MARC Trainees, 97% of whom have graduated with STEM Bachelor's degrees, or are still UMBC undergraduates. 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, 70% of MARC alumni entered either a Ph.D. or a combined M.D. /Ph.D. program. To date 67 program alumni have earned a Ph.D. in a field of biomedical science; this includes 14 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 offering support to undergraduate women majoring in engineering and computing through its Scholar and Affiliates Programs. CWIT also collaborates on initiatives and research focused on improving the climate for women in the College of Engineering and Information Technology. CWIT supports the University in its efforts to attract private and public funding.

   In fall 2013, CWIT served a total of 66 Scholars in three programs-44 CWIT Scholars, 12 T-SITE (NSF S-STEM funded) and ten Cyber scholars (funded by the Northrop Grumman Foundation). Eighty-eight percent of the CWIT Scholars, 44% of the Cyber Scholars, and 42% of the T-SITE are women. The T-SITE Scholars are also ethnically/racially diverse– 25% are African American and 42% are permanent residents from five different countries. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2012 (N=132) have either graduated in a COEIT major or are currently enrolled. The average GPA of current CWIT Scholars at the end of the spring 2013 semester was 3.76.

   In addition to the 66 Scholars, CWIT provides academic, personal, and professional development support to 140 Affiliates (primarily women; no scholarship support). Affiliates are invited to participate in CWIT community-building events, academic and career programming, service learning activities, and peer mentoring. A total of 339 students (Scholars, Affiliates, and other students) participated in Affiliates events in AY13. This is up from 207 in AY12. In the fall 2013, 25% of all of the new transfer students to COEIT who were women (15 out of 54 women) registered to be an Affiliate. Thirty-five new Affiliates in fall 2013 were matched with an upper class peer mentor; 14 of these were transfer students.

   In May of 2013, all 2012 Affiliates, students who attended CWIT events (and were not Scholars) and members of the CWIT Affiliates myUMBC group were invited to complete the CWIT End-of -Year Survey about their experiences. A total of 107 students out of the 267 invited to complete the survey responded (40% response rate). Eighty-one percent of respondents were women and 37% were new freshman and transfer students in the College. Ninety-one percent of all respondents agreed that CWIT was a valuable resource for women in the College. Eighty percent rated their experience as a CWIT Affiliate as Excellent or Good and 80% said that they would recommend the Affiliates Program to new students. Nearly 80% of respondents said that CWIT increased their awareness of the importance of diversity. The same percentage of respondents said that CWIT increased their awareness of the underrepresentation of women in engineering and IT fields.

   In addition to the NSF-funded T-SITE Scholars project, CWIT has been involved in two other research projects related to increasing the diversity of students interested in pursuing undergraduate computing degrees. The planning project built relationships among high school teachers, community college and university faculty, and state education administrators to gain support for long-term improvements in high school computing education. A second project, Transforming the First Year Experience of Computing Majors developed, delivered and evaluates a new first-year seminar for computing majors at UMBC that is designed to increase retention, completion, and success among students, especially women and those from underrepresented groups. Data analysis is currently underway for the project and results about the impact of the experimental course on the retention of women and underrepresented minorities in computing majors will be available in the coming year.

3. During the AY 2012-2013 a total of 6 staff and 280 students from the Meyerhoff Scholars Program (with 62% 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 STEM Prep (Texas), Gateways Program
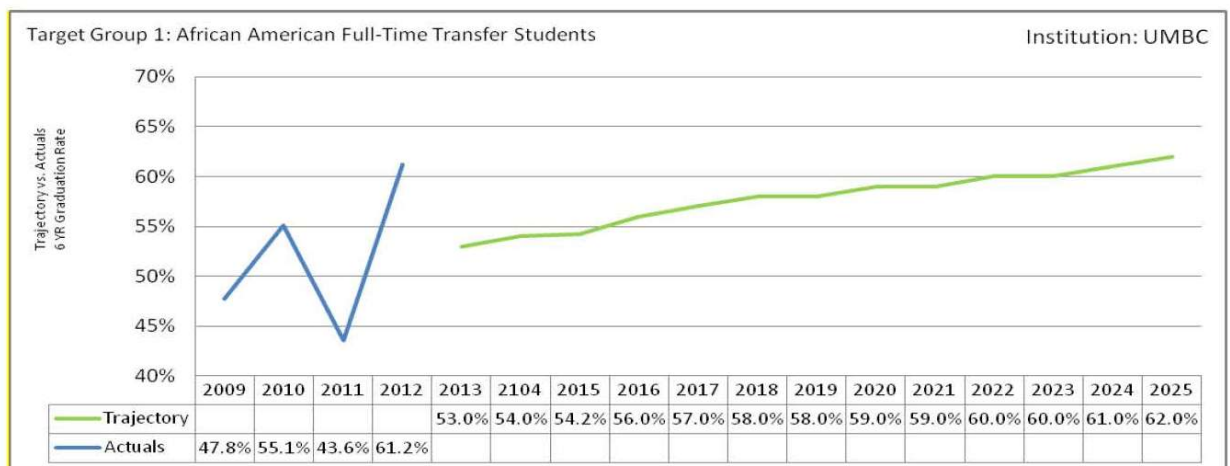
(New York), hundreds of middle and high school students visited UMBC and/or had positive interactions with UMBC Meyerhoff Scholars.
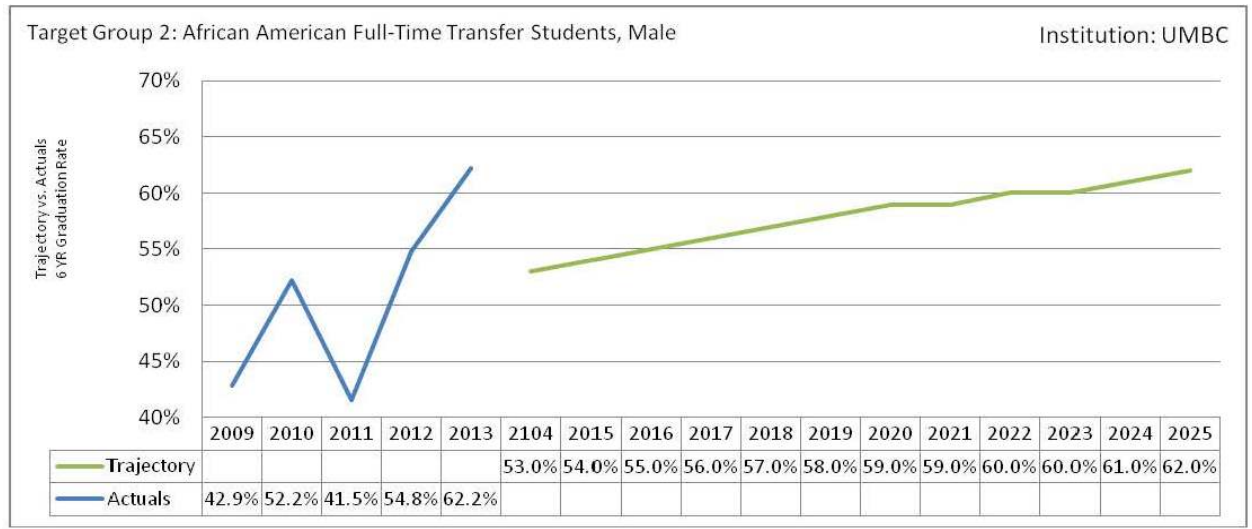
4. The Hispanic/Latino Undergraduate (UG) Admissions Advisory Committee was established in 2008 to assist the Office of Undergraduate Admissions and Orientation in developing strategic partnerships, programs, and outreach efforts to attract and encourage academically talented Hispanic and Latino students 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 Undergraduate Admissions and the Hispanic/Latino Student Union. For example, in Spring 2014, UMBC will host a group of high school students from Howard County that will include members of the Hispanic/Latino Student Union and UMBC's Beta Kappa Chapter of Lambda Theta Alpha Latin Sorority. This visit was a result of another partnership with Howard County Public Schools who hosts a "Hispanic Youth Mini-Symposium." Undergraduate Admissions representatives delivered the college preparation session at the symposium and in 2014 will participate in the "Latin Leaders" segment as well.   Overall, for freshmen there has been an increase in Hispanic/Latino applicants from 401 in 2010 to 872 in 2014.

B. *Improved orientation and advising (of transfer students)*

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.

- The most recent seven cohorts (2001 to 2007) of fall transfer students have included between 157 and 201 African American students each year. The graduation rate for these students has varied from 43.6% to 61.2% and the gap between this rate and the graduation rate for White transfer students has varied without trend between 21.3 and 2.6 percentage points, with the smallest gap for the most recent cohort.

- These same seven cohorts of fall transfer students have included between 53 and 67 African American male students. The graduation rate for these students has varied from 41.5% to 62.2% and the gap between this rate and the graduation rate for White male transfer students has varied between 19.9 and 1.1 percentage points, with the smallest of these gaps for the most recent cohort.

Target Group 1: African American Full-Time Transfer Students   Institution: UMBC

	2009	2010	2011	2012	2013	2104	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Trajectory					53.0%	54.0%	54.2%	56.0%	57.0%	58.0%	58.0%	59.0%	59.0%	60.0%	60.0%	61.0%	62.0%
Actuals	47.8%	55.1%	43.6%	61.2%													

Target Group 2: African American Full-Time Transfer Students, Male   Institution: UMBC

Trajectory vs. Actuals — 6 YR Graduation Rate

	2009	2010	2011	2012	2013	2104	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Trajectory						53.0%	54.0%	55.0%	56.0%	57.0%	58.0%	59.0%	59.0%	60.0%	60.0%	61.0%	62.0%
Actuals	42.9%	52.2%	41.5%	54.8%	62.2%												

The achievement gap between African American full-time fall transfer students and their white counterparts reached an all-time low of 2.6 percentage points for the fall 2007 cohort. The comparable gap for male transfer students was 1.1 percentage points, the smallest gap since the 2003 cohort, when African American male transfer students graduated at a rate .8 percentage points higher than their white counterparts. The gaps reported for the most recent two cohorts have met or exceeded the goals projected for students entering in fall 2009.

1. UMBC's Extra Credit campaign has entered its 3rd year and continues to serve as a vibrant part of the University's targeted communication strategy for all undergraduate students (including transfer students). Extra Credit's objective is helping students maximize the benefits of their college experience and prepare for graduate study and the world of work by communicating key messages in ways that are timely, direct, attention-grabbing, and action-oriented. With over 75 individual messages created thus far, the campaign continues to evolve including the integration of 2 distinctive messages designed only for transfer students (launched in 2013 & 2014).

2. The *STEM Transfer Student Success Initiative* is an innovative multi-institutional collaboration funded by the Bill & Melinda Gates Foundation to support successful transition to UMBC by students from Anne Arundel Community College, Community College of Baltimore County, Howard Community College and Montgomery College. Focusing specifically on curricular alignment; social integration & transitional programs; as well as various aspects of advising & career engagement, the initiative is fostering innovative and strategic plans for improving all aspects of the entire transfer experience for incoming, STEM-focused transfer students. This initiative is particularly impactful considering the thousands of transfer students UMBC receives from these key, partner community colleges each year. The *Initiative* focuses on students who are pursuing fields of study in science, technology, engineering, and mathematics. Based on this collaboration, a complementary goal of the *Initiative* is the development of a national model of collaboration between two- and four- year institutions seeking to enhance the success of transfer students in STEM fields.

   This collaboration is both systematic and comprehensive. Almost ninety faculty and staff members across the institutions are engaged in some aspect of it. Components of the *Initiative* include Curricular Alignment in Chemistry and Mathematics; Pre-Transfer Advisement and Career Engagement; Transfer Success; and Transitional Programs (e.g., peer mentorship, orientation). A website for this *Initiative* is due to launch this semester. Given the recent launch of many of the components, no assessment data are yet available.

3. The Reverse Awarding of the Associate's Degree Initiative which began in 2012 – now includes active partnerships with Montgomery College, Howard Community College, Anne Arundel Community College and the Community College of Baltimore County. Thus far, this initiative, which enables current UMBC students to transfer UMBC credit back to their former community colleges, has facilitated the completion of 21 associate's degrees. In addition, two UMBC Enrollment Management staff members were recently awarded an MHEC Adapts Grant for $25,000 that will help to dramatically expand the marketing and strategic advising associated with the initiative.

4. Over 2200 Summer 2013 Orientation evaluations were collected from incoming students (including transfers). Results indicated that:
   o 97.7% of students completing the evaluation were either very satisfied or satisfied with their academic advisor.
   o 88.4% of students completing the evaluation were either very satisfied or satisfied with their final academic schedule.
   o 95.8% of students completing the evaluation were either very satisfied or satisfied with their overall advising experience.
   o 98.8% of students completing the evaluation either strongly agreed or agreed that as a result of their orientation advising experience, they knew more about UMBC's general education requirements and academic issues related to their major (or current academic plan).

5. Implemented an academic seminar for transfer students (TRS 201)
   o 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.
   o Data analysis for fall 2013 self-assessment is underway.
   o The one-semester and one-year retention rates for transfer students who enroll in a TRS are higher than for the overall transfer student population (see chart below).

TRS Student Retention Compared to Overall Transfer Retention					
Semester	TRS Student N	TRS Student One-Semester Retention	UMBC Transfer-Student One-Semester Retention	TRS Student One-Year Retention	UMBC Transfer-Student One-Year Retention
Fall 2011	30	96.7%	88.9%	93.3%	80.1%
Spring 2012	11	90.9%	81.7%	90.9%	76.2%
Fall 2012	58	89.7%	87.6%	84.5%	78.8%
Spring 2013	14	85.7%	85.6%	N/A	N/A

Data are from TRS program records and Institutional Research, Analysis and Decision Support

6. Added Supplemental Instruction (SI) for courses which have been difficult for transfer students
   o In AY 2012-2013 offered SI in 12 courses serving 2,784 students. Among the 1,088 students who participated in SI, 80% (868) earned an A, B, or C in the course. Among 1696 non-SI students, 64% (1082) earned an A, B, or C.
   o Among the 331 transfer students participating in SI, 73% (240) earned an A, B, or C in their course. Among the 499 transfer students who did not participate in SI, 57% (283) earned and A, B, or C in their course.

7. Extended First-Year Intervention (FYI) to include first-year transfer students
   o 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
   o The new Coordinator of Transfer Academic Initiatives and Pre-Transfer Advising identified all off-campus transfer students (n=505) who received an FYI alert (meaning that a professor reported the student in danger of earning less than a C in the course) during the fall 2013 semester.
   o All 505 students received an e-mail asking them to make an appointment with the Coordinator.
   o Twenty-seven percent of the students (138 students) completed an in person appointment.
   o Students who attended appointments reported receiving help with time management, study skills, and key encouragement at a difficult time
   o Of the 140 students who attended an academic coaching session, 98 students, or 70 percent of the group, ended the semester with an A, B, C, W, or P in their alerted course(s).

8. Strengthened Transfer Student Alliance
   The Transfer Student Alliance (TSA) enrolls students at Montgomery College (MC), Community College of Baltimore County (CCBC), Prince George's Community College (PGCC), and Anne Arundel Community College (AACC) who plan to transfer to UMBC after completing an AA degree. TSA students have access to UMBC student activities and a discounted rate for concurrent-enrollment courses. Upon transfer to UMBC, TSA students are guaranteed housing, priority registration/orientation, and, for eligible participants, a scholarship. We have achieved a total TSA participation to date of 925 students (see chart below).

Transfer Student Alliance Results 2008 - 2013

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
2013-2014	925*	240*	120*	$1,500 each to 10 students

*Year-to-date numbers for 2013-2014

Data come from internal Enrollment Management records.

Recruitment and Support of a Diverse Graduate Student Body

A. 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 72 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) at the University of Maryland, Baltimore. An additional 66 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.

B. 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). In Fall 2013, the PROMISE AGEP was awarded one of the few "AGEP Transformation (AGEP-T)" grants. This $1.75 million initiative includes all of the institutions within the USM. UMBC leads this effort, and has as primary partners, the University of Maryland College Park, and the University of Maryland Baltimore. The PROMISE AGEP focuses on activities and research that lead to Ph.D. completion and careers as professors in the STEM disciplines. The Graduate School at UMBC, the Office of Postdoctoral Affairs, and the PROMISE AGEP sponsor programs and initiatives that are designed to facilitate academic community, professional development, degree completion and transition to career. PROMISE maintains an online presence via 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: @PROMISE_AGEP (http://www.twitter.com/PROMISE_AGEP). All graduate students and postdoctoral fellows, and particularly those from underrepresented backgrounds, are invited to participate in the activities of PROMISE regardless of their academic disciplines. Programs of PROMISE include The Dissertation House, PROF-it (Professors-in-Training), Horizons, Success Seminars, and the Summer Success Institute. A subset of these initiatives is described below:

C. Initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Celebration of Graduates* and *Faculty/Staff/Student Connections Opening Meetings*. The Spring and Fall 2013 Opening Meeting average 80-100 participants, including postdocs, faculty, and staff. Monthly Success seminars average 60 students. New initiatives for 2013 included the Financial Literacy series (sponsored by a TIAA-CREF grant to the Council of Graduate Schools), and Advanced Statistics series led by Dr. Christopher Rakes of the Department of Education. All seminars draw a diverse group of graduate students. The Office of Postdoctoral Affairs offers seminars and workshops that serve all post-docs, with particular attention to the Postdoctoral Fellows for Faculty Diversity.

- 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 2013 SSI included underrepresented minority (URM) graduate students, post-docs, alumni, and faculty. Our total count for 2013 exceeded 200, which included participants from several schools in the PROMISE AGEP. Events for PROMISE regularly have waitlists.

- The PROMISE models for preparing students for graduate study, professional development, capacity building, and communities of practice have been discussed in publications, http://promiseagep.wordpress.com/publications/, and are being modeled by other universities and organizations in the U.S., the Caribbean, and Latin America.

    UMBC's overall graduate student population has nearly doubled over the past 15 years, increasing from approximately 1,400 students in 1999, to 2,772 students in 2013. Since the introduction of our NSF-funded programs to broaden participation, enrollment of graduate students from underrepresented minority (URM) groups has grown from 14.9% of the overall population in 2003 to 16% in 2013. However within the College of Natural and Mathematical Sciences (CNMS) this corresponding change is from 10.1% to 15.4%, and is even more pronounced in the College of Engineering and IT (COEIT), growing from 8.6% to 15.3%. For Ph.D. students, URM enrollment has increased from 11.9% of the population to 13.7%. The change for CNMS is similar to the overall population; however, within the COEIT the proportion of URM students has more than doubled from

5% to 11.9%. These changes are shown in the figures below. This increase in enrollment has led to a corresponding increase in graduation. It is noteworthy that the graduation rate of URM students is similar to that of the overall population for both master's and Ph.D. students.
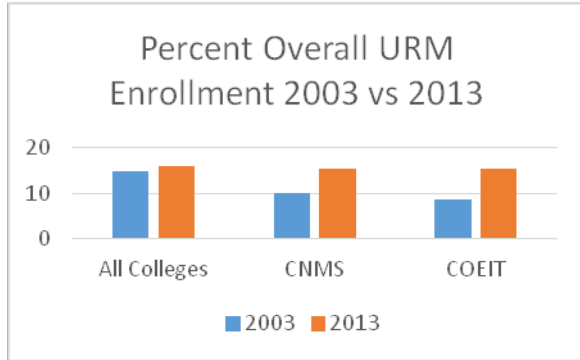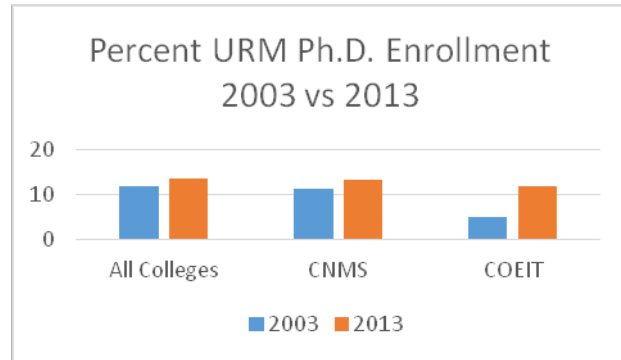
Figure 1

Figure 2

Percent Overall URM Enrollment 2003 vs 2013

Percent URM Ph.D. Enrollment 2003 vs 2013

Recruitment and Support of a Diverse Faculty Body

A. *URM Faculty hires and attrition in AY 2013-2014*

UMBC hired 25 new full-time faculty for appointments in AY 2013-2014. Overall, 20% (N=5 of 25) of all new instructional faculty and 21% (N=4 of 19) 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 due to retirement. In addition, building on the success of the UMBC ADVANCE Program, 4 additional females were hired in STEM, which brings the total of STEM female faculty to 23% (N=44 of 194). However, during this same time period, UMBC lost two tenured female STEM faculty, one due to retirement and one due to conversion to a non-tenure track position. In the five year period between the baseline of AY09 and AY13, the total number of UMBC T/TT faculty has increased from 378 to 379. During this period the number of African American faculty has remained stable, increasing slightly from 21 to 22. The number of Hispanic/Latino faculty has doubled from 6 to 13. 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. *STRIDE Training* to expand upon the on-going Search Committee Chair Implicit Bias Training Workshops, UMBC invited two members from the University of Michigan ADVANCE's STRIDE program to campus to assist UMBC in setting up its own STRIDE-like group to provide counsel to faculty search committees around the issue of implicit bias. Following a similar successful pilot conducted by the College of Natural and Mathematical Sciences for the 2013 hiring cycle, the UMBC STRIDE program will be in place for all faculty searches that will occur in AY15.

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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. In Fall 2013, one of the two inaugural Postdoctoral Fellows began a tenure-track position at UMBC, and, on July 1, 2013, a second cohort of three Postdoctoral Fellows began their two-year appointments. Additionally, in the Summer of 2014, UMBC will announce a call for applications for a third cohort of postdoctoral fellows.

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 such targeted publications as *Diverse* and *USA Today* 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 continue to revise and expand upon the well-received Faculty Diversity brochure and website, www.umbc.edu/facultydiversity. 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.

4. In AY14, the Deans and Provost implemented closer and more continuous monitoring of the diversity of candidate and finalist pools for all faculty searches. For the FY15 hiring cycle, UMBC will employ Interfolio to manage its faculty searches which will allow UMBC to retrieve and monitor aggregated information related to the diversity of candidate pools as searches progress.

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. Based on the success of this program, which was offered originally to new women STEM faculty, in 2013 the program was institutionalized and expanded to all new UMBC faculty.

4. Faculty ADVANCEment Workshops-the Program Coordinator for Faculty Diversity, in tandem with the Director of the Faculty Development Center and the new Vice President for Research, hosted a Fall 2013 workshop on Research Development and are planning a Spring 2014 workshop on the tenure and promotion process. In 2013, enhancement funding was used to add a new associate director to the UMBC Faculty Development Center.

5. Campus community building activities are on-going 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 409 tenure/tenure track faculty, there are currently 26 (6%) Black/African American faculty and 20 (5%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 44 (23%) 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 and the recruitment of the third cohort of postdoctoral fellows.

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 26 Black/African American faculty, nine (35%) are at the Assistant rank, twelve (46%) are at the Associate Professor rank, and the remaining five (19%) faculty are Full Professors. In terms of the 20 Latino/Hispanic faculty, nine (45%) are at the Assistant Professor rank, ten (50%) at the Associate Professor and only one (5%) is a Full Professor. The numbers for women faculty in general are 162 (40%) faculty, out of which 54 (33%) are at the Assistant Professor rank, 73 (45%) are at the Associate Professor rank and 35 (22%) 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. In addition, as a result of their May 2013 meeting, the women from the original three cohorts of the ADVANCE Leadership Cohort Program formed the ADVANCE Leadership Alliance and are currently planning the formation of a 4th ADVANCE Leadership cohort.

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

- UMBC is well-known for its recruitment and support of a diverse staff, and is celebrating its fourth consecutive year of recognition in the Chronicle of Higher Education's annual Great Colleges to Work For Survey, which recognized UMBC for diversity in 2013. The staff is comprised of 28.9% minority and 61.37% female employees, which reflects the diversity of UMBC's local, regional and national recruitment efforts and retention processes.
- UMBC supports diversity and inclusion by communicating its practice of being an Equal Opportunity/Affirmative Action Employer on all position announcements, throughout its website, including within job announcements, on its employment pages, as well as on its application form. These practices reflect compliance with our policies on Non-Discrimination, as well as federal, state and local laws and regulations.
- Position vacancies are advertised on websites and in journals and other print-related media that are widely read by prospective applicants, including minority and female job-seekers, such as Career Builder.com, Monster Jobs, HigherEdjobs.com, Inside Higher Ed, Mid-Atlantic Higher-Ed Recruitment Consortium, Maryland Workforce Exchange, the Baltimore Sun, the Washington Post, Baltimore Afro American newspaper and other publications.
- Campus representatives attend relevant job fairs and conferences that reach a broad and diverse audience in an effort to support diversity and expand recruiting for UMBC's workforce.

- 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.
- An atmosphere of inclusion in hiring 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 hiring review procedure that reviews selections based on: verifying that the selected candidate meets the minimum requirements as advertised; reviewing salary and compensation; confirming that a pool of candidates were interviewed; and assessing the justification letter supports the department's selection.
- As a follow-on to these procedures, UMBC's new hires in 2013 were 31.6% minority and 70.1% female, which mirrors the diversity of the recruitment areas for 2013 vacant staff positions. These positions were predominantly professional staff positions, followed by secretarial/clerical, technical/paraprofessional, skilled craft, then executive/administrative positions.
- New employees are briefed on campus policies that support diversity and inclusion during their orientation, and complete online Sexual Harassment Prevention training within their on-boarding process. Further information is provided in the Staff Handbook and on the campus policies web page.
- 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 appropriate locations throughout the campus.
- Various training programs are provided that review equal employment concepts and state and federal civil rights mandates to assure that consistent and appropriate methods are used for evaluation and support of staff during their career at UMBC. 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".
- Additional trainings are provided on campus including: Sexual Assault and Relationship Violence Protocol Training; Safe Zone training for LGBTQ awareness; Green Dot Training for bystander intervention; as well as various trainings on topics including Equal Opportunity and Diversity through Skillsoft, our online training provider.
- Additional UMBC's Human Relations Committee works with matters of diversity and has staff representation from the Professional Staff Senate and the Non-Exempt Excluded Staff Senate. The President's Commission for Women works to support gender equity, and the Women's Center has many gender-based affinity groups, including a Parenting group that provide support to staff who participate in their initiatives. An LGBTQ affinity group is available for staff.

In addition to the benefits package including Tuition Remission, staff is 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

   A. Student Affairs
   University Health Services (UHS) again targeted health education outreach to specific populations. Breast cancer awareness (30 attendees), sexual assault awareness & relationship violence awareness (498 attendees), and women's seminars in health education (30 attendees) were programs targeted to women. Sex in the dark (98 attendees), World AIDS Day (380 attendees), and Mosaic Center Diversity Fairs (175 attendees) included specific information for targeted populations including LGBTQ and international students.

   Career Services Center offered the Diversity Recruitment Event: 208/233 (25 cancellations) and 27 agencies (53 reps).

   BEYA Conference (Black Engineer of the Year): 190 students registered.

   Note: A UMBC alumna, Stephanie Hill, received the top award of Black Engineer of the Year.

   Residential Life

   - INTERACT (pilot)- In the summer of 2013 a joint program between Student Affairs and Modern Languages, Linguistics and Intercultural Communication Academic Programs. The intiative was to work with first year students in the residence halls on cultural competency and skill building for authentic conversations. In the pilot year 48 students in Chesapeake Hall participated with 6 peers leaders trained to facilitate. The program will continue this coming year. Research is being conducted on meeting outcomes.
   - Renovations to apartments and two residence halls to include ADA compliance upgrades
   - 17 students with physical ADA needs were accommodated in student housing (visual, hearing, mobility, wheelchair, service animal, emotional assistance animal) The severity and complexity of these needs has grown in the last three years. Many more students with other ADA accommodation non-mobile needs were also housed.
   - 79 students living in Gender-Neutral housing
   - 75 programming initiatives that addressed multicultural exploration
   - Students Staff diversity training continues to occur for over 250 student staff.
   - Social Justice Programming Initiative was established for Spring Semester. Each residential community selected an issue/program/topic to explore and included speakers, site visits and research. Some of the issues/topics included; human trafficking, refugee/asylees and prison reform. There are nine communities and nine different topics with multiple programs both passive and active.

   B. Office of Student Life

   During the 2012-2013 academic year, the Office of Student Life's Mosaic Culture and Diversity Center reached 1,100 students, staff and faculty through 25 programs including: Welcome Week outreach events for new and transfer students; a UMBC Talks diversity dialogue series, a Cultural and Interfaith speaker series; Safe Zone workshops for LGBTQ student support; cultural and diversity celebration and resource fairs, diversity education presentations and discussions for 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.

Many accomplishments were made regarding campus climate for LGBTQ community members. To highlight a few, the Office of Student Life identified and published a list of gender neutral restrooms on campus, a faculty and staff LGBT group was created, a survey of our LGBTQ student population was conducted to learn more about how we can support them, a new student support group was started to support women who love women and another to support transgender students, admissions participated in a LGBT focused college fair, and athletics signed on with the "You Can Play" project.

C. The Women's Center

The Women's Center provides intentional space, programming, support groups, and educational opportunities for various reasons related to diversity:

- LGBTQ identified women (through Between Women)
- Transgender and/or gender variant students (through Spectrum – created Fall 2013)
- Women of Color (through the Women of Color Coalition – created Fall 2013)
- Non-traditional/returning women undergraduate students (through the Returning Women Forum and the Returning Women Scholarship program)

The scholarship program provided approximately $53,000 in financial aid to 18 students via three different scholarships in FY2014
- Mothers (through the mothers and parents group)
  - During FY2013 the lactation room was used 202 times and since the start of FY2014, 170 times
  - Maintain a childcare resource guide that is updated regularly. This guide has been particularly important (and requested multiple times) since the closing of the Y childcare facility on campus in September 2013
- Undergraduate men (through Rebuilding Manhood – a semester long program that addresses 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, in addition to addressing violence against women)

The Center also seeks opportunities to program and create events related to diversity education and awareness through:
- Relationships Violence Awareness Month
- Sexual Assault Awareness Month
- Women's History Month
- Critical Social Justice - a new initiative meant to facilitate constructive and dynamic engagement with social justice with a focus on various issues related to diversity and social identities
- One-time programming and events such as Transgender Day of Remembrance and National Coming Out Day

IV. Demographic Data

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. However, UMBC did experience a dramatic increase in the number of undergraduate students that did not self identify their race/ethnicity, 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																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
UNDER-GRADUATE	#	%	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		5,246	4,366	9,947		5,383	4,564	10,210		5,593	4,617	10,573		5,778	4,795	10,953		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

	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
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		1,190	1,466	2,923		1,350	1,573	2,678		1,265	1,413	2,626		1,310	1,316	2,684		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		6,436	5,832	12,870		6,733	6,137	12,888		6,858	6,030	13,199		7,088	6,111	13,637		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		615	403	1,017		620	397	1,032		620	412	940		545	395	971		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

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	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
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		233	145	381		235	146	380		234	146	374		226	148	379		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		382	258	636		385	251	652		386	266	566		319	247	591		323	268

TABLE 3: STAFF																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
STAFF (excluding grad asst)	#	%	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		463	757	1,188		461	727	1,204		476	728	1,195		460	735	1,207		464	743

Cultural Diversity Report
University of Maryland, College Park

March 2014

Cultural Diversity Report
University of Maryland, College Park
Narrative (See Appendix for Tables)

I. Institutional Plan to Improve Cultural Diversity

As stated in the UMCP'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), charged with implementation of the Strategic Plan for Diversity. A university-wide Diversity Advisory Council, which includes students, staff (exempt and non-exempt), and faculty, was first convened in May 2012. This Council meets quarterly and provides advice and guidance to the CDO in the implementation of the Strategic Plan.

To evaluate our progress with respect to cultural diversity, we rely on numerical data on representation, retention, graduation, and promotion/tenure rates. Additionally, we use climate data. In Spring 2011 and again in Spring 2013, the campus's NSF-funded ADVANCE Program for Inclusive Excellence conducted a biennial Work Environment Survey for Tenure-Track/Tenured Faculty, which provided information on the experiences of women faculty and faculty of color. Additional climate assessments will be developed in order to track the experiences of students, staff and non-tenure-track faculty.

We are demonstrating success in a number of areas: The University is one of the nation's most diverse campuses. Black, Hispanic, and Asian students comprised approximately 36 percent of our undergraduate population in fall 2013; thirty-one percent of our graduate population students are foreign students (see appendix Tables 3 and 4). 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.

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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. According to Diverse Issues in Higher Education, in 2013, the University ranked second in the production of African-American doctoral recipients in the physical sciences and third in the production of African-American master's degree recipients in engineering. More generally, the university was ranked among the top 20 institutions in the production of doctoral degrees among minority recipients in mathematics and statistics, engineering, and all disciplines.[1]

Additionally, we making progress in closing the achievement gaps between the undergraduate student body as a whole and both Hispanic students and African-American undergraduates. The gap in the six-year graduation rate of Hispanics fell from 9.9% (entering class of 2005) to 6.4% (entering class of 2007). Over the same period, the graduation gap among African-American students fell from 8.5% to 6.1 %.[2]

Continued improvement is needed with respect to the hiring, retention and promotion of underrepresented minority faculty and with respect to the matriculation of underrepresented minority graduate students. Strategies to address this problem are being implemented in 2013-14.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

UMCP 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

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[1] Diverse Issues in Higher Education http://diverseeducation.com/top100/

[2] Please note that after accounting for gender, the gains among black undergraduates are somewhat skewed. The graduation rate gap between African-American females and the campus population is one-half of one percent. However, though the campus has improved the graduation rate of African American males (from 65% for the fall 2005 cohort to 69% for the fall 2007 cohort) the graduation rate gap between black males and that of the overall campus stands at fifteen percent.

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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 2012-13, 330 students qualified. Forty-nine percent of the students were first-generation, and 83% were underrepresented minorities. The median family income was $18,592, with 94% of the students coming from families with poverty level income.

The **Academic Achievement Programs (AAP)** 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. There are 426 students enrolled in the University who were admitted through AAP; 125 new students are admitted each year. Approximately 53% of the students are black, 26% are Hispanics, 11% are white and 8% are Asians and 2% other.

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. Core programs are:

The College Success Scholars (CSS) program provided structured personal, academic and professional support to 145 Black and Hispanic/Latino males in FY 13, in order to ensure their full engagement in all aspects of university life, with an emphasis on retention and graduation. CSS offered a 6-week summer bridge program, weekly 3 to 5-hour study sessions, study groups, math and science review sessions, college success, diversity and leadership workshops and one-on-one tutorial sessions. The scholars were mentored and supported by upper-class students who served as team leaders. A Parents' Advisory Group met regularly and was actively engaged in supporting the goals of the program.

Sister2Sister supported the personal, professional, and academic goals of 35 undergraduate multi-ethnic females in FY13. This program provided on- and off-campus professional and academic resources, service-learning opportunities, and study sessions.

OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 1,451 students in FY13.

The OMSE Academic Excellence Society, which recognizes, fosters, and rewards academic excellence among multi-ethnic students with a 3.5 GPA or higher, inducted 177 students in FY13.

OMSE served over 1000 pre-college students in FY13 through our K-12 pipeline programs, including the Native American Indian Pow Wow, Prince Georges County ESOL Middle School College Access Day, "I Can Do That" Project, as well as hosting over 300 students for informational panels and tours at the request of the Office of University Admissions.

The **Center for Minorities in Science and Engineering (CMSE)** offers programs and activities that support the recruitment, retention and graduation of underrepresented minority science, technology, engineering and mathematics (STEM) students at the pre-college, undergraduate and

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graduate levels. Programs offered in 2012-13 include:

Winter Student Leadership Retreat January 2013: Through partnerships with public and private sector employers, this annual event engages underrepresented (STEM) undergraduates in two days of professional and leadership development activities. Participants included 20 students from UMCP and 32 students from area four-year and community colleges. Approximately 90% were Black or Latino.

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. Ninety-two undergraduate students participated in LSAMP programs in 2012-2013 (73 African- American, 15 Hispanic, 1 American Indian, 1 Asian, 2 unknown race; 30 females) and 26 earned STEM degrees. LSAMP Programs include a five-week summer bridge program that gives students a head start on their first year; academic advising and tracking; and an undergraduate research program and symposium where students present their research findings. In addition, a Bridge to the Doctorate Program assists STEM graduate students by providing, financial and academic support. In 2012-13, twenty-seven graduate students were enrolled (19 African-American, 7 Hispanic, 1 White) and five earned MS degrees.

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 **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.

Virtual community development – Consists of the development of a dynamic interactive social website, Facebook page, Tumblr page, Twitter account, and an E-Newsletter.

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.

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

A task force on Appointments, Promotion & Tenure (APT), which was convened in 2012-13, was tasked with considering how the diversity of faculty and the diversity of faculty research and

scholarship impact the equity of the APT process. This Task Force will make recommendations for changes to the University Senate in 2013-14.

The NSF-funded ADVANCE Program for Inclusive Excellence, which is in the fourth 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 were two senior tenured women faculty of color -- one in the STEM disciplines and one in the non-STEM disciplines -- who provided mentoring and support to junior women faculty of color. In addition, a Leadership Fellows Program was launched in 2012-13 with 19 Fellows, with the aim of engaging 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. Led by Vice President for Student Affairs Dr. Linda Clement, this program included monthly topical meetings as well as mentorship opportunities.

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

The **Center for Teaching Excellence (CTE)** offers workshops and learning communities to faculty and graduate assistants in the areas of student learning and teaching excellence. Promotion of diversity and inclusion efforts are an important aspect of improving teaching excellence and education on campus. Toward that end, CTE and the Graduate Student Government initiated the Inclusion and Diversity Workshop Series in Spring 2013. The series included five workshops on topics of inclusion and diversity in teaching and learning targeted at graduate teaching assistants. Eleven participants completed four of the five workshops and received a letter of completion from CTE and the Graduate School. In addition to this workshop series, CTE implemented the Inclusion and Diversity Course Transformation Learning Community in 2012-2013. This learning community was created to support graduate student and faculty improvements to courses to improve diversity and inclusion at several different levels, from individual course assignments to overall course design. Eight instructors and TAs were selected and participated in the community.

The **Office of Diversity Education and Compliance (ODEC)** offered workshops and trainings to staff and faculty in various campus units in the areas of Sexual Harassment Prevention, Cross-cultural Communication, Conflict Resolution, and Workplace Diversity.

At the beginning of the FY13 academic year, day-long orientation programs for new faculty and new faculty administrators (Department Chairs and Directors) included substantial attention to diversity issues.

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 below:

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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.

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 LBGT 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.

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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 variety 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

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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 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. The Center thrives to educate future generations about African American art by providing work opportunities for students, employing about 15 students, on average, each semester. In 2012-13, the Center focused on documenting Professor Driskell's papers, which he amassed during the last six decades. In addition, the Center organized two exhibitions: "African American Art Since 1950: Perspectives from the David C. Driskell Center" and "Convergence: Jazz, Films, and the Visual Arts."   The two exhibitions, as well as the Center's exhibition "Tradition Redefined: The Larry and Brenda Thompson Collection of African American Art" traveled to more than six venues nationally.

Co-Curricular Programming for Students

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 students. Staff and faculty sometimes participate and benefit as well.

The **Nyumburu Cultural Center** offers academic, social, and cultural support and programs for Black/African American students and embraces cultural pluralism for the entire campus community. Nyumburu does this through an array of events and initiatives, by providing space for gathering and connecting, and by sponsoring numerous student organizations, including. the Black Student Union, Caribbean Students Association, African Students Association, National Association for the Advancement of Colored People (NAACP), the National Council of Negro Women (NCNW) and Greek fraternal/sorority and student organizations. In addition, core Nyumburu programs are:

The **Black Male Initiative Program (BMI)** promotes scholarship, brotherhood, retention, and overall graduation of Black/African American males. Two-hour monthly meetings, voluntary

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weekly study halls, fundraising activities for scholarships, 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. Six BMI Meetings were held during academic year 2012-13 with an average attendance of 18 Black/African American males. African-American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support.

Sisterhood Of Unity & Love (SOUL) aims to provide a safe environment for women of color to engage in self-exploration, by convening two meetings a month and a monthly shut-in for undergraduate females. SOUL meetings facilitate discussion on sensitive and relevant topics affecting women of color. At the shut-ins, members participate in bonding activities to create a sense of sisterhood, watch popular films that depict women of color, and engage in group discussions. During the 2012-13 academic year, SOUL collaborated with Berwyn Heights Elementary to start a program where 6 SOUL members tutored children in reading and math. The attendance at SOUL events ranges from 15 to 35 students. During 2012-13, SOUL held 12 meetings and 6 shut-ins.

The Nyumburu Leadership Series is designed to provide students with experiential learning opportunities coupled with theoretical and critical discourse that engages students in formulating their own leadership philosophies. Workshops are held one Saturday each month throughout the academic year. The theme for the 2012/2013 Leadership Series was "Community Activism & Global Civic Engagement". Students were exposed to a range of information, news and perspectives geared towards heightening their overall understanding of community activism and what it means to be civically engaged as a citizen of the world. Films and documentaries were used throughout the sessions. Approximately 15 students attended each Leadership Series session.

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. 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 13, MICA advised or supported 105 cultural 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.
191 students were enrolled in eight 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 42 events for Asian Pacific American Heritage Month, 41 for Black History Month, 62 for Latino Heritage Month, 20 for Pride Month, 7 American Indian Heritage Month, and 10 for Mixed Madness Month (multiracial/biracial) for a total of 172 programs which were attended by over 5,000 students, faculty, staff and visitors on campus.
The campus-wide Inclusive Language Campaign, which was jointly administered by the Department of Resident Life and MICA and funded by a Moving Maryland Forward Grant, was launched in FY13. It was comprised of trainings for students, faculty and staff; spoken word poetry events (TOTUS); outreach to high schools in the local community; video testimonials as well as digital and printed signage.

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In FY 13, MICA and the Chapel partnered to create an Interfaith Programs and Spiritual Diversity student involvement area. Programs offered included interfaith Brown bags, Roundtables, a Leadership Summit and an Interfaith Day of Service. This interfaith initiative became part of President Obama's Interfaith Challenge. Over 200 students, faculty and staff attended the interfaith events held on campus.

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center** works for a vision of UMCP 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 2012 and 2013 recognition of UMCP 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

In Spring 2013, the Office of Diversity & Inclusion (ODI) provided a second cycle of diversity and inclusion grants, 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 25 applicants, 14 projects were funded for 2013-14. The funded programs include an interactive map of campus resources and venues dedicated to supporting the needs of women students, faculty and staff; increased online outreach efforts for majors looking to expand their enrollment of students of color such as architecture and psychology; comprehensive cultural competence training for graduate assistants who teach large, introductory classes in the field of communication; a workplace learning program called "Computer Connections" dedicated to the instructional needs of non-exempt staff; academic and social cohort support for students of color in the fields of astronomy and physics, as well as initiating a joint effort by students and faculty in the College of Journalism to begin an online diversity news service called Stories Beneath the Shell. 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.

In FY 2013, ODI launched a university-wide communications campaign – "Rise Above" Isms – aimed at engaging students, staff and faculty in "rising above" racism, sexism, stereotypes, etc., and instead, embracing respect, diversity and community. In connection with this campaign, micro-grants of up to $750 were offered for programming that directly engages participants in examining their identity and/or their assumptions and biases in a structured and safe setting. Since its inception, there have been 17 applications, and 13 proposals have been funded. These events include training and preparation for the Student Affairs Diversity Advisory Council, an awareness event around

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stereotype threat, and a spoken word and follow up conversation called "Speak to Take a Stand."

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.

Appendix

Table 1. Faculty

Term	Fall 2009			
	Male	Female	Total	
	N	N	N	pct
Amer Indian/Alaska Nat:U.S.	2	2	4	<1%
Asian/Pacific Islander:U.S.	264	121	385	10%
Black/African American:U.S.	80	109	189	5%
Foreign	345	113	458	12%
Hispanic:U.S.	53	45	98	2%
Not Reported:U.S.	92	69	161	4%
White:U.S.	1,664	1,037	2,701	67%
Total	2,500	1,496	3,996	100%

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Male	Female	Total		Male	Female	Total		Male	Female	Total		Male	Female	Total	
	N	N	N	pct	N	N	N	pct	N	N	N	pct	N	N	N	pct
American Indian or Alaska Native:U.S.	2	1	3	<1%	4	1	5	<1%	5	1	6	<1%	4	1	5	<1%
Asian:U.S.	290	146	436	11%	293	152	445	10%	309	161	470	11%	312	158	470	11%
Black or African American:U.S.	81	96	177	4%	78	99	177	4%	78	116	194	4%	78	121	199	5%
Foreign	347	129	476	12%	368	141	509	12%	362	158	520	12%	321	141	462	11%
Hispanic:U.S.	54	52	106	3%	70	61	131	3%	72	63	135	3%	79	65	144	3%
Native Hawaiian or Other Pacific Islander:U.S.					2	2	4	<1%	2		2	<1%	1	1	2	<1%
Two or More:U.S.	4	4	8	<1%	6	7	13	<1%	11	12	23	1%	13	10	23	1%
Unknown:U.S.	115	80	195	5%	147	104	251	6%	188	129	317	7%	233	184	417	10%
White:U.S.	1,670	1,041	2,711	66%	1,681	1,032	2,713	63%	1,675	1,045	2,720	61%	1,622	1,066	2,688	60%
Total	2,563	1,549	4,112	100%	2,649	1,599	4,248	100%	2,702	1,685	4,387	100%	2,663	1,747	4,410	100%

Table 2. Staff (inc Grad Asst.)

Term	Fall 2009			
	Male N	Female N	Total N	Total pct
Amer Indian/Alaska Nat:U.S.	14	8	22	<1%
Asian/Pacific Islander:U.S.	267	332	599	7%
Black/African American:U.S.	613	823	1,436	16%
Foreign	923	596	1,519	17%
Hispanic:U.S.	160	313	473	5%
Not Reported:U.S.	246	258	504	6%
White:U.S.	2,172	2,360	4,532	50%
Total	**4,395**	**4,690**	**9,085**	**100%**

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Male N	Female N	Total N	Total pct	Male N	Female N	Total N	Total pct	Male N	Female N	Total N	Total pct	Male N	Female N	Total N	Total pct
American Indian or Alaska Native:U.S.	12	9	21	<1%	12	10	22	<1%	12	9	21	<1%	12	10	22	<1%
Asian:U.S.	271	339	610	7%	270	336	606	7%	256	329	585	6%	251	326	577	6%
Black or African American:U.S.	576	791	1,367	15%	600	799	1,399	15%	642	794	1,436	15%	630	793	1,423	15%
Foreign	930	570	1,500	17%	970	562	1,532	17%	963	563	1,526	17%	946	564	1,510	17%
Hispanic:U.S.	169	337	506	6%	184	356	540	6%	215	368	583	6%	220	372	592	6%
Native Hawaiian or Other Pacific Islander:U.S.	2	1	3	<1%	6	1	7	<1%	6		6	<1%	7	5	12	<1%
Two or More:U.S.	17	19	36	<1%	20	29	49	1%	22	41	63	1%	20	42	62	1%
Unknown:U.S.	280	273	553	6%	303	328	631	7%	343	393	736	8%	371	471	842	9%
White:U.S.	2,204	2,240	4,444	49%	2,190	2,227	4,417	48%	2,186	2,154	4,340	46%	2,150	2,084	4,234	45%
Total	**4,461**	**4,579**	**9,040**	**100%**	**4,555**	**4,648**	**9,203**	**100%**	**4,645**	**4,651**	**9,296**	**100%**	**4,607**	**4,667**	**9,274**	**100%**

Table 3.

Undergraduate Students

Term	Fall 2009			
	Female	Male	Total	
	N	N	N	pct
American Indian:U.S.	43	29	72	<1%
Asian:U.S.	1,895	2,146	4,041	15%
Black or African American:U.S.	1,863	1,436	3,299	12%
Foreign	287	311	598	2%
Hispanic:U.S.	909	728	1,637	6%
Unknown:U.S.	768	755	1,523	6%
White:U.S.	6,818	8,554	15,372	58%
Total	**12,583**	**13,959**	**26,542**	**100%**

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Female	Male	Total		Female	Male	Total		Female	Male	Total		Female	Male	Total	
	N	N	N	pct	N	N	N	pct	N	N	N	pct	N	N	N	pct
American Indian or Alaska Native:U.S.	25	22	47	<1%	17	23	40	<1%	18	17	35	<1%	17	16	33	<1%
Asian:U.S.	1,887	2,126	4,013	15%	1,839	2,139	3,978	15%	1,789	2,168	3,957	15%	1,844	2,273	4,117	15%
Black or African American:U.S.	1,780	1,415	3,195	12%	1,812	1,444	3,256	12%	1,806	1,414	3,220	12%	1,862	1,464	3,326	12%
Foreign	300	332	632	2%	357	370	727	3%	401	398	799	3%	411	448	859	3%
Hispanic:U.S.	1,023	904	1,927	7%	1,082	940	2,022	8%	1,124	978	2,102	8%	1,217	1,118	2,335	9%
Native Hawaiian or Other Pacific Islander:U.S.	11	26	37	<1%	12	23	35	<1%	14	13	27	<1%	10	11	21	<1%
Two or More:U.S.	384	361	745	3%	435	378	813	3%	462	389	851	3%	499	457	956	4%
Unknown:U.S.	363	495	858	3%	412	488	900	3%	413	450	863	3%	397	388	785	3%
White:U.S.	6,861	8,607	15,468	57%	6,629	8,426	15,055	56%	6,470	8,214	14,684	55%	6,178	8,048	14,226	53%
Total	**12,634**	**14,288**	**26,922**	**100%**	**12,595**	**14,231**	**26,826**	**100%**	**12,497**	**14,041**	**26,538**	**100%**	**12,435**	**14,223**	**26,658**	**100%**

Table 4.

Graduate Students

Term	Fall 2009			
	Female	Male	Total	
	N	N	N	pct
American Indian:U.S.	12	13	25	<1%
Asian:U.S.	424	438	862	8%
Black or African American:U.S.	458	325	783	7%
Foreign	1,021	1,518	2,539	24%
Hispanic:U.S.	182	157	339	3%
Unknown:U.S.	295	302	597	6%
White:U.S.	2,709	2,799	5,508	52%
Total	**5,101**	**5,552**	**10,653**	**100%**

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Female	Male	Total		Female	Male	Total		Female	Male	Total		Female	Male	Total	
	N	N	N	pct	N	N	N	pct	N	N	N	pct	N	N	N	pct
American Indian or Alaska Native:U.S.	6	6	12	<1%	8	10	18	<1%	9	9	18	<1%	9	5	14	<1%
Asian:U.S.	425	420	845	8%	420	415	835	8%	376	387	763	7%	370	351	721	7%
Black or African American:U.S.	459	345	804	8%	455	358	813	8%	423	329	752	7%	430	348	778	7%
Foreign	968	1,487	2,455	23%	1,089	1,662	2,751	25%	1,372	1,782	3,154	29%	1,497	1,797	3,294	31%
Hispanic:U.S.	212	171	383	4%	209	187	396	4%	198	193	391	4%	192	203	395	4%
Native Hawaiian or Other Pacific Islander:U.S.	2	3	5	<1%	1	6	7	<1%	6	8	14	<1%	3	4	7	<1%
Two or More:U.S.	98	85	183	2%	83	74	157	1%	89	80	169	2%	102	81	183	2%
Unknown:U.S.	244	270	514	5%	248	264	512	5%	230	232	462	4%	246	264	510	5%
White:U.S.	2,644	2,874	5,518	51%	2,499	2,817	5,316	49%	2,360	2,627	4,987	47%	2,276	2,436	4,712	44%
Total	**5,058**	**5,661**	**10,719**	**100%**	**5,012**	**5,793**	**10,805**	**100%**	**5,063**	**5,647**	**10,710**	**100%**	**5,125**	**5,489**	**10,614**	**100%**

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAM
OF
CULTURAL DIVERSITY

April 2, 2014

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PROGRESS REPORT

The Maryland General Assembly passed Senate Bill 438 and House Bill 905 into law July 1, 2008. The bills required each higher education institution to submit a plan for its cultural diversity programs on or before May 1, 2009. Each year thereafter, an annual progress report has been required. Therefore, this is the current progress report for cultural diversity for the University of Maryland Eastern Shore.

I. ELEMENTS AND ORDER OF INSTITUTIONAL PROGRESS REPORTS FOR A PROGRAM OF CULTURAL DIVERSITY

a. Summary of Institutional Diversity Plan

i. Goals

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African-American students.

GOAL 3: Diverse Faculty and Staff

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives**.**

ii. Areas of Emphasis and Strategy for Implementation

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

Goal 1.A: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

Key Strategies

1.A.1 - Establish or enhance systems for generating feedback from students, faculty and staff about the status of campus climate and utilize survey information in formulating future strategies.

1.A.2 - Identify practices or policies that may have negative impacts or create barriers for particular populations and develop coordinated strategies for addressing any issues identified.

1.A.3 - Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance.

1.A.4 - Increase awareness by faculty and staff regarding the needs of students with disabilities and set specific responsibilities and expectations for the enhancement of campus services and programs, including classroom experiences.

1.A.5 - Review and broaden the orientation for new faculty, staff, and students to include cultural norms, climate, services, resources and other diversity-oriented topics.

1.A.6 - Enhance residence hall diversity programs to increase participation by students.

Goal 1.B: Learning Experiences for Diversity - Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

Key Strategies

1.B.1 - Expand student participation in programs that provide strong academic support and sense of community.

1.B.2 - Increase support for improved teaching about diversity and for teaching an increasingly diverse student body.

1.B.3 - Increase opportunities for gaining knowledge and understanding of the unique history and perspectives of non-African-American groups, including curricular enhancements and extracurricular programming, to improve the overall education experience.

1.B.4 - Promote and increase opportunities for study abroad experiences by students, including economically disadvantaged students and non-African-American groups.

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African-American students**.**

Goal 2.A: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African-American students.

Contributing Goals:

Goal 2.A.1: New Students – Demonstrate continuing improvement in the number of new non-African-American students who enter UMES as freshmen and transfers. (The total for the 2008-2009 baseline reporting year was 226 (18%) of 1,237.)

Goal 2.A.2: <u>Retention Rates</u> – Continue to enhance the first-year retention rate for non-African-American students. (The rate for the 2008-2009 baseline reporting year was 65 (68%) of 96.)

Key Strategies

2.A.1 - By racial/ethnic group, analyze numerical and percentage trends in degrees awarded, graduation and retention rates, applications, admission and yield rates, and number of new students.

2.A.2 - Engage student body to assist with recruitment of non-African-American students and to contribute to retention through academic support services. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management).

2.A.3 - Develop and/or enhance highly focused recruitment strategies aimed at non-African-American high-school students, including such initiatives as:

- Building productive partnerships with key high schools that have high concentrations of non-African-American students.

- Coordinating outreach programs targeting communities of non-African-Americans.

- Expanding participation in summer programs on campus targeting non-African-American students.

- Increasing participation in the Admissions Office's program for linking UMES non-African-American students as mentors to non-African-American students in the local public schools.

2.A.4 - Build partnerships with community colleges aimed at attracting non-African-American transfer students to UMES, as well as easing the transition between colleges.

2.A.5 - Expand academic support services provided by the Center for Access and Academic Success to extend services beyond the freshman year.

2.A.6 - Establish specific strategies by each school for increasing the number of degrees earned by non-African-American students; monitor and report progress annually.

2.A.7 - Extend current networks of staff, faculty, and administrators who can support and advise non-African-American students toward achievement of academic success.

2.A.8 - Establish or enhance a set of core services by each school/college and division aimed at increasing success rates of non-African-American students.

Goal 2.B: <u>Graduate Degrees Awarded</u> - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 36 (41%) of 87.)

Contributing Goal:

Goal 2.B.1: <u>New Graduate Students</u> - Demonstrate continuing improvement in the number of new graduate-level (including master's and doctoral) African-American students. (The total for the 2008-2009 baseline reporting year was 55 (42%) of 131.)

Key Strategies

2.B.1 - By racial/ethnic group, analyze trends in the numbers and percentages of graduate degrees awarded, applications, admission and yield rates, and number of African-American new graduate students.

2.B.2 - Enhance recruitment strategies aimed at prospective African-American graduate students, including establishing positive relationships with other institutions, utilizing alumni groups in recruitment, and enhancing faculty contact with prospective graduate African-American students.

2.B.3 - Seek enhanced funding for African-American graduate student fellowships.

2.B.4 - Establish effective mentoring programs for advising and supporting African-American graduate students, aimed at increasing success rates.

2.B.5 - Develop partnerships with the National Association of Graduate and Professional Students (NAGPS) for enhancing recruitment and retention of African-American graduate students.

2.B.6 - Provide career advising and placement services for all graduate students, including those from underrepresented groups, to help improve recruitment and retention.

GOAL 3: Diverse Faculty and Staff
The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

Goal 3.A: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008-2009 baseline reporting year was 44 (40%) of 110.)

Key Strategies

3.A.1 - Establish strategies and implementation plans by schools for increasing the number of tenured and tenure-track African-American faculty and monitor and report progress annually.

3.A.2 - Engage African-American faculty in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty.

3.A.3 - Enhance support for special opportunities in the Division of Academic Affairs to help broaden faculty diversity.

3.A.4 - Encourage enhanced professional development opportunities for all faculty.

3.A.5 - Improve communication and understanding about recent changes in tenure procedures that offer broader criteria in research, teaching, and service to enhance opportunities for all faculty.

3.A.6 - Enhance mentoring programs for tenure-track faculty.

3.A.7 - Continue and enhance early preparation workshops on tenure processes and expectations.

3.A.8 - Continue to develop an exit interview process to identify opportunities for improvement in retention of all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.9 - Increase research grant funding to expand research opportunities for all faculty.

3.A.10 - Encourage faculty to take responsibility for their professional goals and objectives (grant writing).

Goal 3.B: <u>Non-African-American Administrators</u> - Maintain the number of non-African-American, full-time executive/administrative/managerial staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.)

<u>Key Strategies</u>

3.B.1 - Develop specific strategies by schools and divisions for maintaining non-African-American executive/administrative/managerial staff. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.2 - Engage non-African-American administrators in successful recruitment and professional development efforts to aid in attracting non-African-American administrative leaders.

3.B.3 - Examine recruiting practices for Executive/Administrative/Managerial staff to determine opportunities for enhancing diversity.

3.B.4 - Develop exit interview process to identify opportunities for improved retention of non-African-American administrators.

Goal 3.C: <u>Non-African-American Staff Members</u> - Demonstrate continuing improvement in the number of job titles where non-African-Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 96 (22.2%) of 432.)

<u>Key Strategies</u>

3.C.1 - Implement high-priority recommendations by Human Resource Management to attract potential employees from underrepresented non-African-Americans.

3.C.2 - Enhance staff development opportunities and succession strategies to improve upward mobility across the campus.

3.C.3 - Develop exit interview process to identify opportunities for improved retention of non-African-American staff.

3.C.4 - Evaluate retention of non-African-American staff by department; establish strategies and implementation plans at both the department and division levels to improve retention.

b. Progress on Meeting Goals as Stated in Plan

The Goals and Key Strategies for the Diversity Plan are grouped under three broad areas: Climate for Living, Learning, and Working; Student Access and Opportunity; and Diverse Faculty and Staff.

The area of Climate for Living, Learning, and Working includes the culture, decisions, practices, policies, and behaviors that constitute the environment at the University of Maryland Eastern Shore. To this end, the University has established institutional core values that include appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of other cultures.

In the area of Student Access and Opportunity, particular emphasis is placed on the successful graduation of all students, in recognition of the campus' most basic educational mission. However, for this plan the matriculation of non-African-American students is emphasized. The plan also includes enrollment, graduation rate and retention goals that contribute to the over-arching aim of increasing the number of degrees earned by non-African-American students. The number of non-African-Americans freshman and transfer students has increased from 236 in 2008 to 326. The number of non-African-Americans graduates has risen from 51 in 2008 to 123 in 2013 and the number of African-American graduate degrees awarded has increased from 33 to 58; the percentage of African-American graduate degrees awarded has increased from 32% to 41%. The University has taken steps to increase the number of graduate degrees received by African-American by instituting a more formalized and systematic approach to degree completion. For example, the Graduate School holds workshops for students to assist them in their ability to write for the dissertation process. Additionally, the proposal process has been streamlined and more detailed guidelines and procedural steps have been provided.

In the area of Diverse Faculty and Staff, the University of Maryland Eastern Shore believes that a strong faculty is a diversified faculty. Diversity brings a whole world of knowledge by looking at and viewing learning from different perspectives. Even though the University has increased the total number (56) of tenure track/non-tenure track African American Faculty, the percent of the African-American faculty has remained constant at 39% of the total faculty.

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

Goal 1.A: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

Outcome
The University is still in the process of validating an internal instrument to conduct an environmental scan of the campus. The results will be used as a guide for any needed workshops or policy changes.

Current policies have been reviewed in the undergraduate and graduate catalogs to identify barriers that might impact students. A new faculty orientation program has been developed to inform them of important data associated with the campus.

The University is making progress on this goal and it will continue to make adjustments and move forward. The Office of the President just initiated a new campus-wide Champaign, I Care (integrity, commitment, accountability, respect, and excellence). This Champaign fosters the idea that each individual in the campus community is important and all community members should exhibit behaviors that denotes respect and caring. To further highlight this initiative, a new screen saver had been added to every office computer that includes the slogan for this Champaign, "Hawkspitality."

Goal 1.B: Learning Experiences for Diversity – Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

Outcome
During the summer of 2013, there was a decrease in the number of summer enrichment programs were held on the UMES campus: 1) Summer Enrichment Academy, 2) Hyatt Summer Bridge program, 3) Project Seed and 4) Upward Bound. In 2011–2012, 422 students attended our summer programs and in 2012–2013, 192 attended. The number of students attending summer programs decreased. Therefore, Goal 1.B was not met.

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore for all non-African-American students.

Goal 2.A: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African-American students.

Outcome
During the 2012–2013 academic year, a total of 123 non-African-American students earned bachelor's degrees from UMES. The baseline data for 2008–2009 was 86. Goal 2.A was met.

Contributing Goals:

Goal 2.A.1: New Students - Demonstrate continuing improvement in the number of new, non-African-American students who enter UMES as freshmen and transfers.

Outcome
During the 2012–2013 academic year, a total of 326 (30%) new, non-African-American freshman and transfer students entered UMES. The baseline data for 2008–2009 for new, non-African-American students who entered UMES as freshmen and transfers was 236 (18%). Therefore, Goal 2.A.1 was met.

Goal 2.A.2: Retention Rates - Continue to enhance the first-year retention rate for non-African-American students. (The rate for the 2010–2011 baseline reporting year was 87 of 139.)

Outcome
During the 2012–2013 academic year, 156 of 219 (71%) non-African-American students returned for the fall 2013 semester. During the 2010–2011 academic year, 87 (65%) non-African-American students returned for the fall semester of 2011. Therefore, Goal 2.A.2 was met**.**

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 33).

Outcome
During the 2012–2013 academic year, a total of 58 (41%) graduate degrees (including master's and doctoral degrees) were earned by African-American students. In 2008–2009, the baseline data was 33 of 104 (32%) degrees earned by African-American students. Therefore, Goal 2.B was met.

Contributing Goals

Goal 2.B.1: <u>New Graduate Students -</u> Demonstrate continuing improvement in the number of graduate-level (including master's and doctoral) African-American students.

Outcome
During the 2012–2013 academic year, a total of 289 graduate-level (including master's and doctoral) African-American students were enrolled. The baseline data for 2008–2009 was 224. Therefore, the number of graduate level African-American students increased and Goal 2.B.1 was met.

GOAL 3 – DIVERSE FACULTY AND STAFF

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

Goal 3.A: <u>African-American Faculty</u> - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008–2009 baseline reporting year was 44 (40%) of 110.)

Outcome
During the 2012–2013 academic year, a total of 56 (39%) of 126 African-American faculty were tenured and on tenure-track. The baseline data for 2008–2009 was 48. Therefore, for Goal 3.A was met.

Goal 3.B: <u>Non-African-American Administrators</u> - Maintain the number of non-African-American, full-time executive/administrative/managerial staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.

Outcome
During the 2012–2013 academic year, a total of 20 (21%) of 95 non-African-American full-time executive/administrative/managerial staff was employed. Therefore, Goal 3.B was met.

Goal 3.C: <u>Non-African-American Staff Members</u> - Demonstrate continuing improvement in the number of job titles where non-African-Americans are currently underrepresented.

Outcome
During the 2012–2013 academic year, a total of 136 (25%) of 552 non-African-Americans were employed as staff members. In 2008–2009, a total of 121 non-African-Americans were employed. Therefore, Goal 3.C was met.

II. **A SUMMARY OF EFFORTS TO INCREASE THE NUMERICAL REPRESENTATION OF TRADITIONTALLY UNDERREPRESENTED FACULTY, STAFF AND STUDENTS.**

The University makes every attempt to recruit and hire a diverse faculty and staff. The University advertises in national and local publications including the *Chronicle of Higher Education*, The Association of Public and Land-Grant Universities (APLU), and *HBCU Connect.* Campus faculty are encouraged to use networking systems to identify potential candidates. Additionally, departmental faculty have established strategies and implementation plans by schools for increasing the number of tenured and tenure-track African-American faculty, and African-American faculty are engaged in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty. The recruiting staff recruits at local and state-wide recruitment fairs and hosts a tri-County recruitment fair every other year. The Admissions team has partnered with Academic Affairs to build productive partnerships with key high schools that have high concentrations of non-African-American students.

III. **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.**

a. **Faculty and Staff Training**
In order to address the new complexities of the campus environment, the Office of Human Resources continues to offer workshops on workplace civility. These workshops include modules on cultural diversity. The University also holds an annual festival on cultural diversity for faculty, staff, and students. In addition, all new faculty are required to attend an orientation during the beginning of the semester and two more workshops held during the first semester of employment. UMES continues to support a new faculty dinner in partnership with Salisbury University (SU). One desired outcome is the possibility of joint research projects between the two universities. In fact, the Pharmacy program at UMES did partner with SU's nursing program to present a paper at a national conference.

b. **Curricular Initiatives**
The University has added four more courses to the 36 that had infused globalization in General Core and in discipline-specific courses. These courses now include modules on the impact of various cultures on the content explored. For example, in a fashion merchandising course content includes the impact and effects of fashion on the individual and on society, including the developing nations of the world.

c. **Co- Curricular Initiatives**
The School of Graduate Studies continues to provide new student orientation sessions, and these students will be exposed to diversity information relative to the student body.

IV. CONCLUSION

In conclusion, the University of Maryland Eastern Shore (UMES) has completed its progress report on cultural diversity. The University had three main goals: 1) ***Climate for Living, Learning and Working****;* 2) ***Student Access and Opportunity***, and 3) ***Diverse Faculty and Staff.*** The University has plans to continue its efforts to increase African-American tenured/tenured track faculty, increase the number of African-American graduate students, and increase the number of African-American graduates both on the undergraduate and graduate levels. Strategies the University plans to utilize are outlined in the beginning of this report.

UNIVERSITY OF MARYLAND EASTERN SHORE
Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2009-2010 thru 2013-2014

Table 1: UMES Student Enrollment* Fall 2009- Fall 2013 by Race/Ethnicity

Race /Ethnicity	2009-2010				2010-2011				2011-2012			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,439	80.6%	1,331	2,108	3,340	76.9%	1,348	1,992	3,257	75.2%	1,295	1,962
American Indian or Alaskan Native	8	0.2%	5	3	18	0.4%	7	11	7	0.2%	1	6
Asian	63	1.5%	31	32	90	2.1%	36	54	84	1.9%	42	42
Hispanic/Latino	63	1.5%	26	37	100	2.2%	37	64	101	2.3%	45	56
White	591	13.9%	270	321	627	14.4%	301	326	664	15.3%	333	331
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	3	0.0%	2	1	3	.1%	1	2
Two or More Races	NA	NA	NA	NA	39	1.0%	14	25	133	3.1%	47	86
Did Not Self-Identify	102	2.4%	39	63	128	3.0%	57	71	83	1.9%	37	46
Total	4,266	100.0%	1,702	2,564	4,345	100.0%	1,801	2,544	4,332	100.0%	1,801	2,531

Table 1: UMES Student Enrollment (cont.)

Race /Ethnicity	2012-2013				2013-2014			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,071	71.5%	1,242	1,829	2,831	69.7%	1,186	1,645
American Indian or Alaskan Native	4	0.1%	3	1	4	0.1%	3	1
Asian	75	1.7%	39	36	75	1.8%	45	30
Hispanic/Latino	100	2.3%	40	60	87	2.1%	36	51
White	675	15.7%	330	345	635	15.6%	307	328
Native Hawaiian or Other Pacific Islander	4	0.1%	0	4	3	0.1%	0	3
Two or More Races	300	7.0%	122	178	370	9.1%	148	222
Did Not Self-Identify	66	1.5%	33	33	56	1.4%	29	27
Total	4,295	100.0%	1,809	2,486	4,061	100%	1,754	2,307

*Foreign students are not included

Table 2: UMES Faculty* Fall 2009-Fall 2013 by Race/Ethnicity

Race /Ethnicity	2009-2010				2010-2011				2011-2012			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	120	39.7%	60	60	123	37.4%	61	62	127	36.4%	65	62
American Indian or Alaskan Native	2	0.7%	1	1	3	0.9%	1	2	4	1.1%	1	3
Asian	22	7.3%	13	9	25	7.6%	14	11	29	8.3%	19	10
Hispanic/Latino	7	2.3%	4	3	8	2.4%	4	4	9	2.6%	4	5
White	148	49.0%	82	66	162	49.2%	84	78	173	49.6%	93	80
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	3	0.9%	2	1	3	0.9%	2	1
Did Not Self-Identify	3	1.0%	0	3	5	1.5%	2	3	4	1.1%	3	1
Total	302	100.0%	160	142	329	100.0%	168	161	349	100.0%	187	162

Table 2: UMES Faculty (cont.)

Race /Ethnicity	2012-2013				2013-2014			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	126	37.7%	64	62	132	37.0%	67	65
American Indian or Alaskan Native	4	1.2%	1	3	5	1.4%	2	3
Asian	31	9.3%	20	11	36	10.1%	23	13
Hispanic/Latino	10	3.0%	4	6	8	2.2%	4	4
White	158	47.3%	86	72	168	47.1%	90	78
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0	0	0%	0	0
Two or More Races	3	0.9%	2	1	5	1.4%	2	3
Did Not Self-Identify	2	0.6%	1	1	3	0.8%	2	1
Total	334	100.0%	178	156	357	100%	190	167

*Foreign faculty is not included

Table 3: UMES Staff* Profile Fall 2009-Fall 2013 by Race/Ethnicity

Race /Ethnicity	2009-2010				2010-2011				2011-2012			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	236	400	74.3%	158	242	399	76.1%	164	414	76.2%	175	239
American Indian or Alaskan Native	2	3	0.6%	0	3	3	0.6%	0	4	0.7%	1	3
Asian	4	4	0.7%	1	3	3	0.6%	0	4	0.7%	1	3
Hispanic/Latino	2	7	1.3%	3	4	4	0.8%	3	8	1.5%	6	2
White	42	119	22.1%	69	50	109	20.8%	63	108	19.9%	61	47
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	0	0.0%	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	NA	2	0.4%	1	3	0.6%	2	1
Did Not Self-Identify	2	5	0.9%	3	2	4	0.8%	3	2	0.4%	2	0
Total	288	538	100.0%	234	304	524	100.0%	234	543	100.0%	248	295

Table 3: UMES Staff (cont.)

Race /Ethnicity	2012-2013				2013-2014			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	416	75.4%	182	234	423	75.9%	189	234
American Indian or Alaskan Native	3	0.5%	0	3	3	0.5%	0	3
Asian	7	1.3%	3	4	9	1.6%	4	5
Hispanic/Latino	7	1.3%	6	1	11	2.0%	8	3
White	109	19.7%	61	48	105	18.9%	58	47
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0	0	0%	0	0
Two or More Races	7	1.3%	4	3	4	0.7%	2	2
Did Not Self-Identify	3	0.5%	3	0	2	0.4%	2	0
Total	552	100.0%	259	293	557	100%	263	294

*Foreign staff and Graduate Teaching/Research Assistants are not included

University of Maryland University College

FY2013 – FY2014 Annual Progress Report

On

Programs of Cultural Diversity

April 2, 2014

April 2, 2014

Dr. John Wolfe
Assoc. Vice Chancellor for Academic Affairs
Diversity and Academic Leadership Development
Academic Affairs
University Systems of Maryland
3300 Metzerott Road
Adelphi, MD 20783-1690

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY 2013 – FY 2014 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,

Blair H. Hayes
Vice President Diversity Initiatives and
University Ombudsman

Enclosure

University of Maryland University College
FY2013-FY2014 Annual Progress Report
On
Programs of Cultural Diversity

28 March 2014

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 2013-2014 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, Planning and Research, 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.

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 the Fall of 2013, the Diversity Office was rebranded the Diversity and Equity Office and was restructured. The Diversity and Equity Office includes the Fair Practices and Compliance Team, the Accessibility Services Office (Formerly Disability Services), and the Director of Multicultural Training and Programming. Further, the former Director of Diversity Initiatives was promoted to Vice President of Diversity and Ombudsman for the University. This change required that all areas of the EEO and Fair Practice Compliance were reassigned to the Assistant Vice President of Fair Practices and Compliance.

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.

TABLE 1: Separate *Comparison* Tables for Students															
	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	395
Disability Studies	170

Domestic Violence	419

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. <u>EDCP 100 – Principles & Strategies of Successful Learning</u>. 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. <u>Intensive Writing Courses</u> – 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.

TABLE 3: Separate *Comparison* Tables for Faculty															
	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.

TABLE 4: Separate *Comparison* Tables for Staff															
	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. Further, organizational restricting and large-scale personnel actions are made with demographics and any potential adverse impacts being considered. The plan continues to be part of the strategic approach to diversity and will be amended as the President and the Vice President of Diversity 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:

- African-American Heritage Month

- Asian-Pacific American Heritage Month

- Caribbean-American Heritage Month

- Constitution Day

- Disability Employment Awareness Month

- Earth Day/Arbor Day

- Gay, Lesbian, Bisexual, Transgender Pride Month

- German-American Heritage Month

- Hispanic-American Heritage Month

- Independence Day

- Irish-American Heritage Month

- Jazz Appreciation

- Martin Luther King Jr. Day of Service

- National American Indian Heritage Month

- Polish-American Heritage Month

- UMUC Core Value Posters

- UMUC Equal Opportunity Officers Contact Posters

- Universal Human Rights Day

- Women's Equality Day

- Women's History Month

- World Religion Day

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. 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 2013, 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 75 paddlers (UMUC staff, students, and alumni) competed in the 12th Annual Washington DC Dragon Boat Festival, the 2013 National Harbor Dragon Boat Regatta, and the 1st Carolina Beach Dragon Boat Festival. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 27 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 provide 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 – "I Have a Dream: Martin Luther King Jr." (Documentary)

- February – "Lessons from Little Rock" – Terrence Roberts (Lecture)

- March – "Women in Education: Celebrating Differences and Making a Difference" – Lisa Bernstein (Lecture)

- March- "The Irish Empire: A World Apart"(Documentary)

- April – "A Green Fire" – Marianne Pettis, Executive Director of the James and Ann Robinson Foundation (Lecture)

- June – "The Times of Harvey Milk" (Documentary)

- June – Ewabo Caribbean Calypso Band (Lecture and Performance)

- September – "Ancient Indigenous Civilizations of Mesoamerica" – Eileen Torres (Lecture)

- October – "It's What People Can Do" – Anne Sommers, Director of the National Council of Disability (Lecture)

- November – "A History of American Indian Achievement" (Documentary)

- December – "Raymond Wong's Chinatown" – Raymond Wong (Lecture)

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 8, 2013 through August 7, 2013 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) has been rebranded the Response Emergency Assessment Crisis Team (REACT) to better reflect the service that the team provides to the UMUC Community. REACT is available for individuals that feel they are in danger or that are in distress to reach out to a 24-hour hotline. The REACT 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 – 242
- Faculty – 68
- Supervisors - 83

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 various aspects of interpersonal dynamics. Additionally, training on Equal Employment Policies and Procedures has been conducted at both stateside and overseas locations by members of the Diversity and Equity Office, Legal Affairs, and the Human Resources Office.

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.

MORGAN STATE UNIVERSITY

"Growing the Future, Leading the World."

Cultural Diversity Report

Submitted to:
Maryland Higher Education Commission

August 2014

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 estimated at 622,104. Demographics for Baltimore City include the following: 63.3% of the residents are African American; 28.3% are White; 4.6% are Hispanic, 2.6% are Asian, and 2.0% 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 University's 2011-2021 Strategic Plan. The strategic plan focuses on a core set of goals that will build a transformative educational environment enriched by diverse perspectives. Such an 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 as an intellectual and creative resource to the community, state, nation, and world, 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.

Morgan State University embraces cultural diversity in its broadest sense. Morgan's diversity efforts focus attention to underrepresented racial and ethnic groups who have been marginalized. Additionally, diversity at Morgan also encompasses a commitment to enhancing the equity and inclusion of women, those who are economically disadvantaged, and those of different sexual orientations, religions, and abilities. 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 *Strategic Plan for Enhancing Cultural Diversity at Morgan State University* (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 and universities (HBCUs). As such, achieving and maintaining a diverse student body, faculty, and staff, is a compelling interest and important goal for Morgan. To that end, the Diversity Plan sets forth 33 goals in six core areas: 1) Students (undergraduate, graduate, and non-traditional); 2) Faculty and Staff; 3) Curricular; 4) Socio-economic; 5) Disability; and 5) Community Engagement. (See Table 1).

An assessment plan with goals, objectives, anticipated outcomes, measures and benchmarks, assessment methods, and responsibility was developed for each core area and goal. 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. (See 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.

Table 1: Summary of Strategic Plan to Enhance Cultural Diversity

Major Areas	*Goals*	*Measure/Benchmark*	*Responsibility*
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 Registrar's Office Deans Dept. & Program 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. & Program Offices Office of Assessment Diversity & EEO Office
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 Int'l Student/Faculty Services
Socio-economic	Economic Disadvantaged: Goal 6	Number of undergraduate students with family income above national mean	Institutional Research Financial Aid Office
Disability	Students with 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/Faculty Services Office of Assessment President's Office Acad. Outreach/ Engage.

Morgan is demonstrating success in a number of areas listed below. (See Tables A-1 through A-4 provided in the Appendix).

- The total number of Asian students enrolled at the undergraduate level increased 87% from 46 in AY 2010 to 86 in AY 2014 (Table A-1).
- The total number of undergraduate international students is on the rise from 219 in AY 2010 to 277 in AY 2014 (Table A-1).
- The total number of Hispanic students enrolled at the undergraduate level increased more than 200% from 59 in AY 2011 to 182 in AY 2014 (Table A-1).
- The total number of Hispanic students enrolled at the graduate level increased 178% from 9 in AY 2010 to 25 in AY 2014 (Table A-2).

- The total number of White or Caucasian students enrolled at the graduate level increased 31% from 99 in AY 2010 to 130 in 2014 (Table A-2).
- The total number of undergraduate students over age 25 increased by 21% from 1,012 in AY 2010 to 1,222 in AY 2014.

In comparison to AY 2011, the percent of students enrolled from urban districts declined by 3%. The university awarded 81 STEM degrees to women at the undergraduate level in AY 2013-2014, up from 66 in AY 2010-2011. The university awarded 180 STEM degrees to underrepresented minority students in AY 2014. At the state level for AY 2013, the most recent year data are available, Morgan is 1st in the number of engineering bachelor's degrees awarded to African Americans; 1st among all campuses in the number of doctorates awarded to African Americans; and 2nd among campuses in the number of bachelor's degrees awarded to African Americans (IPEDS Completions Data). At the national level Morgan is 4th in architecture; 5th in the number of engineering degrees awarded to African Americans; 5th in communication and journalism, and 9th in hospitality administration/management (Diverse Top 100 Producers).

Morgan State University is committed to recruiting and retaining a diverse student body and workforce. However, resources (e.g. human and fiscal) are challenges to diversity. There is concern that the University lacks the required resources as compared to other campuses in Maryland with the same Carnegie designation as a Doctoral Research University. Morgan will continue to seek grants and funding sources at the state and national level to support and fulfill the mission and goals of its 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.

Traditionally Underrepresented Students

Goals 3-5, 14-17, and 18-21 of the Diversity Plan are designed to increase the numerical representation of 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 non-traditional students (over the age of 25). Examples of strategies utilized by the University include: 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 target 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:

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.

International Diversity at Morgan

Consistent with the goals of the 2011-2021 Strategic Plan, the President established three new administrative units, two of which, namely the Division of International Affairs and the Division of Academic Outreach and Engagement, contribute directly to international diversity at Morgan.

Division of International Affairs. The mission of the Division of International Affairs is consistent with the mission, and Strategic goals of the University, that of preparing diverse and competitive graduates for success in a global, interdependent society. Morgan State University has established over 20 international relationships in Brazil, Tanzania, China, Finland, France, Honduras, Botswana, India, Mexico, Grenada, West Indies, Senegal, Peru, Saudi Arabia, Dubai and Trinidad and Tobago. Morgan currently enrolls approximately 450 international students. Among the programs in the Division of International Affairs that support international diversity at Morgan are:
- The Center for Global Studies and International Education
- HBCU-Brazil Alliance
- International Student and Faculty Support Services
- Fulbright Scholarship Program
- The Peace Corp Program

The *Office of International Student & Faculty Services* is charged with meeting the administrative, advising, and programming needs for the nonimmigrant students, staff, and faculty at Morgan State University. Services provided by the Office of International Student & Faculty Services include:
- Immigration information workshops
- Orientation programs for new students
- Employment workshops to provide information on the various types of employment available to F-1 students; campus employment, CPT, OPT and economic hardship applications
- Assistance with preparing and/or filing initial petitions to include H-1B petitions, program extension, SEVIS school transfer in/out, preparation of depended forms, reinstatement, and other regulatory compliance processes
- Advising services to the International and Caribbean Student Associations and the Morgan State community at large on all immigration-related matters
- SEVIS reporting to safeguard student status by providing the U.S. Department of Homeland Security with timely and accurate updates of enrollment activities.
- Collaboration with other university international stakeholders to facilitate the infusion of global themes throughout the formal and informal curriculum

- Facilitation of inter-cultural programs and activities with the primary aim of exposing the Morgan community to the importance and advantage of being aware and sensitive to the diversity of cultures in our campus and the wider community.

Division of Academic Outreach and Engagement. The Division of Academic Outreach and Engagement administers Morgan's *English as a Second Language (ESL) Program*. The ESL Program is committed to providing intensive language instruction and rich local and regional cultural experiences which will empower our students that are learning English as a second language to become successful students in the mainstream classroom and productive members of our community at home and beyond. Begun in the summer of 2013, the ESL Program consists of three interrelated components: language instruction, cultural immersion and educational field experiences. Since its inception, Morgan's ESL Program has hosted students from the following countries:

Table 2: Country of Origin and Number of ESL Students: 2013 - 2014

Country	*No. of ESL Students*
Equatorial Guinea	1
Brazil	47
Saudi Arabia	6
Italy	2
Total	56

The ESL Program works closely with the University's iPal Program to pair international students with Morgan mentors for the purpose of friendship, camaraderie, academic guidance, and social assimilation.

The University implemented the *iPal Program* in June 2013 to facilitate the smooth transition of international students to the campus. Many international students are paired with Morgan undergraduate students for the purpose of mentoring and friendship. The iPal Program has grown from 5 to 75 participants from over 7 countries since its inception in June 2013. The mentors reach out to their international counterparts every week, and are required to spend at least one hour together studying, dining, or exploring the Baltimore region. The mentors submit weekly reports that detail the date, time, location and nature of their weekly interactions with the student(s) that they mentor. Participants in the iPal Program:
- Share cultural experiences and activities with their counterparts;
- Focus on furthering their language skills in English (if English is not their first language)
- Connect to student life outside of the classroom and beyond campus;
- Create cross cultural friendships;
- Deepen cultural competency of domestic and international Morgan undergraduates; and
- Further the University's strategic goal of globalization

iPals also attend official ESL Program off campus cultural immersion events (there have been over 20 since June 2013).

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

Intervention and Support Services for Students

Morgan's 2011-2021 Strategic Plan 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 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 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.

The University-wide retention initiatives include:

- Summer programs for freshmen (ACCESS Orientation Program) - provides students and their parents with information regarding financial aid assistance including FAFSA information, residence life, placement testing results, academic advisement, and career counseling. Additionally, students participate in cultural activities, workshops, and seminars on 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- a financial education curriculum designed to enhance students' financial skills
- Disability Support Services (DSS) – manages reasonable accommodations for students with University faculty & staff
- Collegiate Learning Assessment (CLA) – participate in a nationwide longitudinal cohort study of institutions
- Academic advisement for first-time freshmen – Summer & Fall semesters only of the first year
- Mid-term grades of "D" or "F" – monitoring & intervention for students to prevent final grades of "D" or "F"
- Final grades of "D" or "F" – monitoring & intervention for students to replace grades with "C" grades or better
- Academic probation – monitoring & intervention for 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 – participate in national benchmarking & campus research/surveys
- Peer Tutoring – offered in the academic schools/departments

Academic Enrichment Program
The Office of Residence Life and the School of Engineering sponsors the Academic Enrichment Program (AEP). This program offers tutorial/study sessions through workshops, seminars, individualized tutoring, and computer tutorial for students residing in a residence hall. AEP tracks the grades of resident students and provides support as needed. New and returning students who have a G.P.A. below 2.0 are mandated to receive tutoring services

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 444 full time instructional faculty at Morgan, 58% (258) are males and 42% (186) are females. African-American males comprise twenty-five percent (110) of full-time instructional faculty at Morgan. The 82 African American female faculty represent 18.5% of the full-time instructional faculty. White faculty (79) comprise 18% of the full-time instructional faculty at Morgan.

Morgan State University's Office of Diversity and Equal Employment Opportunity continues to provide sensitivity/cultural competence training and sexual harassment prevention trainings. These 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.

The *Office of Faculty Development* provides opportunities for faculty to explore issues around diversity and cultural competency. These experiences foster dialogue and collaboration among people of diverse backgrounds, orientations, and perspectives. Additionally, orientation sessions for new faculty integrate attention to diversity issues. The Office of Faculty Development also provide faculty with mini-grant opportunities to: 1) support curricular development in all disciplines; and 2) develop interdisciplinary and multi-cultural initiatives.

III. Efforts to Create Positive Interactions and Cultural Awareness

Morgan State University utilizes ongoing cultural training programs, curricular initiatives, and community partnerships to create positive interactions and cultural competence and awareness within the University community. Examples of the initiatives related to the aforementioned processes are the focus of this section.

Curricular Initiatives

The *General Education Program* establishes a number of significant goals and high expectations for Morgan students. Students who complete the program are expected to exhibit the following outcomes as it relates to cultural competence and awareness:

- 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.

Women's and Gender Studies Program
The College of Liberal Arts offers a minor in the area of Women's and Gender Studies. These courses provide students with the opportunity to explore gender and sexuality, while paying particular attention to how those constructs are affected by race, religion, class, and nationality. The Women's and Gender Studies faculty collaborate with the College of Liberal Arts and the local community through engaging in outreach initiatives and offering colloquiums on topics important to women.

The **Division of Academic Affairs** collaborates with deans, chairs, faculty, and student organizations to ensure curriculum diversity at the undergraduate and graduate levels. Examples of data collected include, but 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 **Center for Continuing and Professional Studies** is a resource designed 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, Maryland, nationally, and internationally. Some of the Center's programs include 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.

Non-Credit Courses
The Center offers a number of non-credit courses throughout the year which focus on developing and enriching the lives of the life-long adult learner.

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 areas to include engineering, education, computer science, chemistry, mathematics, and athletics.

Continuing Education Units
As an accredited academic institution, Morgan State University offers Continuing Education Units/Credits and Professional Development Hours and sponsors continuing education and professional development activities for university departments, and organizations throughout the Baltimore community, Maryland, and nationwide.

Improved Opportunities for Parents (IOP)
The Improved Opportunities for Parents (IOP) Program 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.

University-Based Outreach Initiatives

Office of Diversity & Equal Employment Opportunity
The Office of Diversity & Equal Employment Opportunity (EEO Office) is charged with the day-to-day implementation of the non-discrimination policies of Morgan State University. One of the major responsibilities of the EEO Office is to educate the University community about affirmative action and equal employment opportunity laws, and to ensure compliance with statutory and regulatory requirements in this regard. The EEO Office also collaborates with all units at the university (e.g. colleges, schools and divisions) to ensure successful implementation of the Diversity Plan, and in turn, create a more diverse community.

Disability Support Services
As a critical component of Morgan State University, Student Accessibility Support Services (SASS) is dedicated to assisting students with disabilities to 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, as amended. As required by these laws, the University works to accommodate the needs of students with disabilities to ensure equal access and equal educational opportunities.

Lesbian, Gay, Bisexual, Transgender, Queer Ally (LGBTQA) Advisory Council
The LGBTQA Advisory council was established by University President, Dr. David Wilson, in 2013 to assess and make recommendations for improving the campus climate and resources for LGBTQA students, faculty and staff. In addition, its charge was to promote personal, physical, and emotional safety while identifying ways to create educational and social opportunities and inclusion of issues of sexuality and gender identity and expression in recruitment, accommodations, academic and social programming at Morgan State University.

The LGBTQA Advisory Council is currently working to:
- Ensue that issues of sexual orientation and gender identity and expression are included in the framework of diversity at Morgan State University;
- Strengthen the University's commitment to "gender identity/expression" in the university community by providing trans-inclusive programs and services;
- Revise the University's Non Discrimination Policy to specifically include "gender identity" or "gender expression";
- Ensure visible sustainability of LGBTQA support and institutional commitment;
- Identify ways to make the classroom experience inclusive and LGBTQA friendly through training programs for faculty and staff;
- Conduct outreach initiatives to people of religious faith/spirituality; persons with disabilities and other underrepresented populations;
- Evaluate housing options and policies with specific attention to the development of trans – sensitive housing accommodations and policies to support LGBT people;
- Develop Campus Police outreach plans and specific training to support LGBTQA people and other marginalized communities;
- Conduct an examination of counseling and health concerns to support the emotional and psychical concerns of students coming out and transgender populations; and
- Develop outreach and retention programs that target LGBTQ and Ally communities.

The LGBTQA Advisory Council has made significant strides over the last year to include the following initiatives:
- Hosted University forums and meetings focused on LGBTQA issues
- Continued supported for S.O.U.L., Morgan State University's gay-straight alliance
- Collaboration Women's and Gender Studies to host the biennial "Intersections Symposium: Sexuality, Gender, Race, Ethnicity"
- Established an LGBTQA Faculty Network
- Assessed University curriculum offerings for LGBTQ education and awareness
- Researched LGBTQ campus climate surveys
- Conducted assessments of the University utilizing Campus Pride's LGBT Campus Climate Assessment Tool

Morgan State University has a "*Safe Space*" program which offers strategies for preparing students, faculty, and staff to be effective allies to LGBTQ students by placing a safe space symbol in a visible location in a person's office. This allows LGBTQ students to identify those persons with whom they can talk without fear of repercussion.

As Morgan State University continues to expand its borders, the University is poised to offer sustained commitment to LGBTQA awareness we continue our efforts to inculcate global perspectives to "grow the future and lead the world."

Community Relations and Partnerships

Morgan continues to serve as a catalyst for positive change in the community. The University works with local, regional, national, and international governmental and private entities to fulfill its Diversity Plan. Examples of community initiatives include the following:

- The *Morgan Community Mile Initiative* is a university-community partnership that involves residents, businesses, public agencies, and other stakeholders in making the community a better place. The five priority areas for the initiative are: 1) health and safety; 2) youth and education; 3) environment; 4) live-work-spend in the community; and 5) strengthening university/community relations.

- Morgan's *Educational Talent Search (ETS)* program serves students ages 11-27 by providing academic advisement, career planning, and financial aid assistance. The ETS program enrolls over 600 students each year including participants from ten target schools and the community at large.

- 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's National Transportation Center has partnered with the Federal Highway Administration's Office of Civil Rights and the Maryland State Highway Administration to implement a *Summer Transportation Institute* (STI). STI is a free program designed to encourage high school students to pursue careers in transportation. The four week program includes field trips, hands-on projects, and networking opportunities with industry professionals. The curriculum also includes SAT prep and activities that promote self-awareness.

The University's *Office of Community Service* implements a number of programs that utilize Morgan State University students in outreach activities with students in the Baltimore City area. Among these programs are: 1) ASANTE which provides high school students the opportunity to earn their community service credit by working with faculty and staff throughout the University in hopes of developing work skills and exposing the students to career opportunities in an institution of higher learning; 2) Brother-to-Brother in which Morgan student mentor male high school students in Baltimore City to address issues such as interpersonal skills, trust, brotherhood, community awareness, and academic achievement; 3) AYA which is designed to empower female students in Baltimore City high schools to achieve academic excellence; 4) SASY (Sisters Advancing Sisterhood in Youth) which Morgan female students mentor female high school students and focus on health, beauty, relationships, self-pride, sisterhood, and post-secondary education; and 5) Campus Pals which gives elementary and middle school students throughout the nation an opportunity to visit and learn about the University.

IV.   Other Central Diversity Initiatives

The Office of Diversity & Equal Employment Opportunity (EEO) will continue to expand educational efforts relative to diversity and will seek to incorporate an online training program to ensure ongoing educational opportunities are available to the University community.

Hate Crime Reporting

Campus-based hate crime incidents are reported to and investigated by the University's Police and Public Safety Department.   In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University publishes an annual Campus Security and Fire Safety Report. The report includes data on all campus-based hate crime incidents. Copies of the report are made available in hard copy and are posted on the University's website.

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Table A-1: Undergraduate Students Comparison																			
	Baseline: AY-2010				AY-2011				AY-2012				AY-2013				AY-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	5761	92.9	2509	3252	5787	87.4	2516	3271	5816	86.7	2485	3331	5660	85.9	2419	3241	5269	84.3	2303	2966
American Indian or Alaska Native	12	0.2	4	8	24	0.4	7	17	23	0.3	8	15	19	0.3	5	14	21	0.3	10	11
Asian	46	0.7	25	21	60	0.9	22	38	110	1.6	45	65	99	1.5	43	56	86	1.4	37	49
Hispanic/Latino	59	1.0	20	39	186	2.8	75	111	175	2.6	82	93	170	2.6	78	92	182	2.9	78	104
White	102	1.6	49	53	102	1.5	51	51	122	1.8	63	59	128	1.9	68	60	126	2.0	75	51
Native Hawaiian or other Pacific Islander	0	0.0	0	0	12	0.2	5	7	7	0.1	3	4	7	0.1	3	4	7	0.1	3	4
Two or more races	0	0.0	0	0	197	3.0	80	117	200	3.0	84	116	212	3.2	84	128	213	3.4	75	138
International	219	3.5	122	97	249	3.8	137	112	253	3.8	142	111	273	4.1	152	121	277	4.4	174	103
Did not self-identify	0	0.0	0	0	5	0.1	3	2	5	0.1	3	2	23	0.3	11	12	71	1.1	28	43
Total	6199	100%	2729	3470	6622	100%	2896	3726	6711	100%	2915	3796	6591	100%	2863	3728	6252	100%	2783	3469

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Table A-2: Graduate Students Comparison																			
	Baseline: AY-2010				AY-2011				AY-2012				AY-2013				AY-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	792	77.1	294	498	882	74.6	314	568	981	75.1	322	659	999	73.4	351	648	932	72.0	359	573
American Indian or Alaska Native	2	0.2	1	1	2	0.2	2	0	3	0.2	3	0	2	0.1	2	0	0	0.0	0	0
Asian	24	2.3	14	10	14	1.2	7	7	20	1.5	8	12	18	1.3	10	8	20	1.6	10	10
Hispanic/Latino	9	0.9	7	2	22	1.9	11	11	26	2.0	8	18	23	1.7	10	13	25	1.9	12	13
White	99	9.6	45	54	121	10.2	54	67	145	11.1	60	85	144	10.6	53	91	130	10.1	53	77
Native Hawaiian or other Pacific Islander	0	0.0	0	0	2	0.2	1	1	2	0.2	1	1	0	0.0	0	0	0	0.0	0	0
Two or more races	0	0.0	0	0	17	1.4	6	11	16	1.2	6	10	36	2.6	14	22	35	2.7	13	22
International	100	9.7	51	49	123	10.4	61	62	113	8.6	55	58	127	9.3	69	58	144	11.1	83	61
Did not self-identify	1	0.1	0	0	0	0.0	0	0	1	0.1	0	1	12	0.9	7	5	8	0.6	3	5
Total	1027	100%	412	615	1183	100%	456	727	1307	100%	463	844	1361	100%	516	845	1294	100%	533	761

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Table A-3: Faculty Comparison																			
	Baseline: AY-2010				AY-2011				AY-2012				AY-2013				AY-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	324	59.3	175	149	258	55.6	147	111	392	60.3	213	173	290	45.7	161	129	225	43.6	126	99
American Indian or Alaska Native	11	2.0	8	3	13	2.8	9	4	16	2.5	9	7	4	0.6	1	3	3	0.6	1	2
Asian	28	5.1	22	6	30	6.5	23	7	52	8.0	35	17	26	4.1	19	7	25	4.8	18	7
Hispanic/Latino	5	0.9	4	1	4	0.9	3	1	6	0.9	3	3	5	0.8	2	3	4	0.8	3	1
White	113	20.7	73	40	99	21.3	61	38	148	22.8	93	55	106	16.7	67	39	87	16.9	52	35
Native Hawaiian or other Pacific Islander	1	0.2	1	0	1	0.2	1	0	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	10	1.6	4	6	9	1.7	4	5
International	57	10.4	33	24	50	10.8	31	19	21	3.2	10	11	70	11.0	43	27	60	11.6	35	25
Did not self-identify	0	0.0	0	0	0	0.0	0	0	1	0.2	0	1	122	19.2	68	54	102	19.8	54	48
Total	546	100%	319	227	464	100%	279	185	650	100%	369	275	634	100%	366	268	516	100%	294	222

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Table A-4: Staff Comparison																			
	Baseline: AY-2010				AY-2011				AY-2012				AY-2013				AY-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	962	87.8	463	499	966	87.7	468	498	1014	86.3	479	535	1312	75.1	582	730	1047	72.6	465	582
American Indian or Alaska Native	3	0.3	1	2	3	0.3	1	2	8	0.7	5	3	7	0.4	4	3	6	0.4	3	3
Asian	16	1.5	6	10	16	1.5	6	10	34	2.9	14	20	31	1.8	15	16	21	1.5	7	14
Hispanic/Latino	10	0.9	4	6	14	1.3	7	7	18	1.5	8	10	24	1.4	13	11	22	1.5	11	11
White	64	5.8	40	24	59	5.4	37	22	71	6.0	45	26	66	3.8	43	23	59	4.1	32	27
Native Hawaiian or other Pacific Islander	2	0.2	0	2	2	0.2	0	2	1	0.1	0	1	2	0.1	1	1	2	0.1	1	1
Two or more races	12	1.1	5	7	13	1.2	5	8	15	1.3	6	9	26	1.5	12	14	30	2.1	10	20
International	25	2.3	13	12	28	2.5	15	13	14	1.2	5	9	141	8.1	63	78	131	9.1	71	60
Did not self-identify	2	0.2	1	1	0	0.0	0	0	0	0.0	0	0	137	7.8	67	70	125	8.7	65	60
Total	1096	100%	533	563	1101	100%	539	562	1175	100%	562	613	1746	100%	800	946	1443	100%	665	778

ST. MARY'S COLLEGE OF MARYLAND

Report on
St. Mary's College of Maryland's
Efforts to Promote Cultural Diversity

October 2014

Promoting Cultural Diversity at St. Mary's College of Maryland

Cultural diversity is a foundational tenet of St. Mary's College of Maryland. The College is located at the historic site of St. Mary's City, where the first legislative act promoting religious tolerance was enacted, and where the first person of African descent voted. The ethos is further grounded in the St. Mary's College mission statement which values "diversity in all its forms" with the goal of "enhancing access, affordability, and diversity." Diversity is a prominent feature in the mission statement and current 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 since 2006 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.

Under the leadership of the College's new president, Dr. Tuajuanda Jordan, the College will engage in strategic planning next year. The goals, strategies, and tactics associated with our ongoing work on cultural diversity will be further developed and defined as part of that work.

Our commitment to cultural diversity is represented in our practices in student, faculty, and staff recruitment and retention initiatives, as well as in the curriculum and co-curriculum. Numerous constituencies on campus have institutionalized diversity efforts, through such initiatives as diversity programs, curricular diversity offerings, and faculty and staff recruitment strategies designed to foster a more diverse workplace.

Strategies for recruitment and retention of a diverse student body, faculty, and staff

St. Mary's College has established a very strong record of high retention and graduation rates for minority students among Maryland public colleges and universities. We take pride in this and in the success of our students, but we also recognize an obligation to do even better. Toward that end, the College intends 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 were set in 2012 to be aspirant goals and the College's performance in these categories can be found in Table 1.

TABLE 1. Characteristics of entering students, Fall 2009 to Fall 2013

Characteristics	FA09	FA10	FA11	FA12	FA13
Entering first year class who are minorities	18%	23%	19%	17%	25%
Entering first year class from outside of MD	17%	17%	13%	15%	10%
Entering first year class from first generation households	18%	19%	19%	15%	19%
Entering first year class receiving Pell Grants	12%	15%	20%	12%	25%

Source: MFR & PAR Goal 2 (2013)

The data in Table 1 indicate that the College has made significant strides in its recruitment of minority students, and met the target for this group in the fall of 2013. We exceeded the target for the proportion of the entering first year class receiving Pell Grants in the fall of 2013. We are just shy of the target for first generation students, and continue to face challenges in our ability to attract students from outside of Maryland.

All higher education institutions face a competitive admissions environment. For St. Mary's, we face considerable challenges in recruiting high capacity out of state students, who typically are being recruited by other colleges with better financial aid packages that drive down the net cost of attendance. We will continue to implement strategies to allow us to reach our recruitment goals in this area.

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 is visiting every public high school in Maryland this year with the objective of creating a more diverse group of applicants. The staff is spending more time recruiting in Baltimore and the District of Columbia to better recruit underrepresented students.

- Off-campus receptions are often held within the communities of prospective students, and transportation assistance to St. Mary's College is available to high school students and groups 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.

- The Office of Admissions has created a Diversity Fellow position, charged with helping the Associate Director of Admissions recruit more minority students.

- DeSousa-Brent scholars have assisted with recruiting as part of a recent service project and effort to bolster recruitment of Latino and Latina students in particular. These scholars served as college success ambassadors to students at the Latin American Youth Center. Other DeSousa-Brent scholars have developed an outreach program to students at Bladensburg High School in Prince Georges county, and another outreach program is developing that will target Great Mills High School in St. Mary's county. These two high schools were chosen because of their high percentages of the target population, and we intend to build on these experiences to expand to additional high schools in the future.

- The College created an admissions advisory committee composed of key faculty and staff charged with making recommendations about recruitment strategies to promote the diversity and the quality of the incoming class.

- The admissions staff reviews each application holistically so that all applicants receive a fair and equitable review.

- Our financial aid awarding process increases the awarding of grants and other aid as the level of demonstrated need as determined by the FAFSA increases. This increase in aid is intended to remove the barrier of enrollment due to financial aid concerns.

- The College is in the process of creating guaranteed admissions agreements and articulation agreements with Maryland community colleges in an effort to facilitate the path to St. Mary's for transfer students, who are more likely to be from groups underrepresented in higher education.

Given the ever-changing and highly competitive environment we face for recruiting prospective students, the College continues to refine and revise its recruitment tactics for students from underrepresented groups.

Strengthening Retention and Graduation

St. Mary's College gauges its performance toward supporting the success of underrepresented groups on campus by its retention and graduation rates. These data are monitored regularly as we measure our institutional effectiveness in reaching the established targets in each area.   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.

Table 2 provides data on the four- and six-year graduation rates for St. Mary's College, for all minorities, African Americans, first generation students, and Pell recipients. While there is some variation year over year, minority students overall demonstrate strong graduation rates, and the six-year rate has met or exceeded the target three of the last five years.

The data in Table 2 also point to a challenge the College faces: to narrow the gap between the four and six year graduation rates. Each of the underrepresented groups has a considerably lower four year graduation rate than the overall rate; for most groups, the gap closes by the six year point. The additional expense associated with the extended time to graduation poses a risk to graduation, and the College is developing strategies to help students stay on track to graduate in four years or very soon thereafter.

However, the overall graduation rate performance remains strong and part of this can be explained by the programmatic approach the College applies to diversity.

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. We provide training in intrusive advising for faculty academic advisers; the focus on meeting early and often with students to identify potential concerns when they're more readily addressable. We have added two new full time professional staff positions to provide academic and career advising. We have expanded our early alert system to identify at-risk students in the first month of classes. In all of the STEM fields, St. Mary's College faculty have developed Emerging Scholars Programs, which provide interesting and challenging workshops, peer mentors, and collaborative learning approaches for the gateway courses in STEM majors. Peer mentors in first year seminar classes and student teaching assistants in a variety of courses provide additional academic support to enhance student success.

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.

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 so that we can identify and implement appropriate strategies for ensuring student success, addressing concerns as they arise and before they become significant barriers.

Table 2. Four and Six Year Graduation Rates

Four Year Graduation Rates					
	Cohort entering Fall 2007 (% graduating by Spring 2011)	Cohort entering Fall 2008 (% graduating by Spring 2012)	Cohort entering Fall 2009 (% graduating by Spring 2013)	Cohort entering Fall 2010 (% graduating by Spring 2014)	Cohort entering Fall 2011 (% graduating by Spring 2015, projected)
All Minority	55%	61%	59%	58%	52%
African-American	49%	54%	55%	43%	42%
First Generation	68%	71%	63%	58%	65%
Pell Only	54%	59%	42%	55%	53%
All students	71%	72%	67%	65%	67%

Six Year Graduation Rates					
	Cohort entering Fall 2005 (% graduating by Spring 2011)	Cohort entering Fall 2006 (% graduating by Spring 2012)	Cohort entering Fall 2007 (% graduating by Spring 2013)	Cohort entering Fall 2008 (% graduating by Spring 2014)	Cohort entering Fall 2009 (% graduating by Spring 2015, projected)
All Minority	79%	68%	69%	80%	84%
African-American	80%	63%	70%	77%	88%
First Generation	74%	79%	73%	84%	76%
Pell Only	66%	57%	64%	80%	67%
All students	79%	81%	79%	81%	78%

Improving Diversity of Faculty and Staff

As important as it is to attend to the diversity of our student body, St. Mary's College is equally committed to having a diverse faculty and staff. 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. Percent Minority Full-time Faculty and Staff, Fall 2009 through Fall 2013

The aspirant goal for full-time faculty and staff will be: 15 percent & 28 percent, respectively, for all minorities	FA09	FA10	FA11	FA12	FA13
Percent minority of all full-time tenured or tenure-track faculty	14%	12%	12%	14%	17%
Percent minority of all full-time (non-faculty) staff	23%	27%	27%	25%	24%

Source: MFR & PAR Goal 2 (2013)

The primary tactics we have employed to reach these goals have included the following:

- distributing the College's Affirmative Action guidelines

- dedicating our Affirmative Action Officer to train search committees and serve as a resource for search committees as they seek to diversify their pools of applicants

- chairs and program directors who are conducting searches utilize data on graduate programs with large minority enrollments – they then contact individuals associated with those programs to describe the opening at St. Mary's and actively invite applicants

- providing information to searching academic departments of professional pipelines that are focused on the advocacy of minority hiring and professional development

- requiring hiring departments to develop a plan for ensuring a diverse pool of candidates for each search.

The College utilizes national venues such as *The Chronicle of Higher Education* and HigheredJobs.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, 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.

Retention is also an essential part of the hiring process, and is critical for maintaining a diverse faculty and staff. All faculty and staff participate in orientation and other essential onboarding processes – these are tailored to the particular needs of the faculty and staff involved, and are designed to provide the employee with information on job expectations, resources, and opportunities. The St. Mary's College Staff Senate has recently instituted a mentoring program for staff to further support their success at the College. Faculty mentoring programs begin at the start of the academic year and extend throughout the first and second years. None of these orientation and mentoring programs have been tailored to underrepresented minorities; this is a goal for the future.

The College has committed to a positive work environment and as such has administered the COACHE Survey for faculty in the fall of 2011. The COACHE data analysis investigated the relative satisfaction of minority faculty and non-minority faculty; the results for St. Mary's College of Maryland indicate that there are not significant differences in perceptions of fairness and satisfaction across these groups. We will

administer the COACHE survey again in the spring of 2015, and will continue to monitor and report the results.

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. We recognize that we must be significantly more proactive in this work if we are to see the needed improvements in our hiring and retention efforts for faculty and staff.

Opportunities for enhancing cultural diversity throughout the curriculum and co-curriculum

The focus on cultural diversity at St. Mary's College extends throughout the curriculum and co-curriculum. We offer degree programs in African and African Diaspora Studies, Asian Studies, and Latin American Studies. In addition, the programs in anthropology, English, history, theatre, psychology, and sociology offer significant coursework in issues of cultural diversity.

The DeSousa-Brent Scholars Program selects students who are low income, minority, first generation, and/or from rural or urban high schools. Many are students of color coming from Baltimore and Washington DC. The program provides a highly structured college experience to promote student success. Students are eligible to attend a two week summer bridge program before their first year, have intensive advising (meeting every 3 weeks), are enrolled in the same first year seminar as other DB Scholars (to help cohort building), and in second semester continue on to a leadership seminar where they must carry out a campus-wide leadership project. Funding from the state has allowed us to expand the DeSousa Brent Scholars program from its initial focus on the first year to a four-year, developmentally appropriate program designed to support students through graduation.

The five STEM degree programs (math, computer science, biology, chemistry and physics) have developed an Emerging Scholars Program, a seminar approach to improve student experience in gateway courses in each field. The Emerging Scholars Program model invites students, many of whom are underrepresented minorities, to participate in an evening seminar for select students in their introductory course sequence. The seminars support the students by providing low stakes (participation only) grading as the students work through difficult problems in groups. It is NOT a remedial course, but does solidify course knowledge by making them apply course content to real-life scenarios. It also opens up lines of communication between these students and the instructors in the first year courses through the informal atmosphere.

The STEM Navigator Scholarship Program awards $5,000 to $10,000 to financially needy incoming students (first year and transfer) 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.

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, and hosts a Lavender Graduation to honor 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 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. In the most recent administration of NSSE, first year students at St. Mary's reported having discussions with people of a different race or ethnicity more frequently than did students at other baccalaureate institutions (this difference was statistically significant).

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. Annual lectures, film series, gallery exhibits, and musical performances are 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.

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.

The College recognizes that promoting cultural diversity is essential to the mission of the institution and to its long-term sustainability. We have implemented new approaches to recruiting underrepresented minority students, and

Our new president is firmly committed to improving the College's ability to attract, recruit, and retain underrepresented minority students, faculty, and staff and to see them succeed. The College has an ambitious program for recruiting and retaining minority students, and she will establish new goals and strategies as part of the strategic planning process next year. At her previous institution, she developed a plan to increase hiring underrepresented minority faculty; this plan will be adapted to St. Mary's College of Maryland. We will transition to a much more proactive approach to recruiting and retaining minorities, so that at least a third of all finalists brought to campus to interview for faculty positions will be well-qualified underrepresented minorities.

MARYLAND INDEPENDENT COLLEGES AND UNIVERSITIES ASSOCIATION

MICUA

Maryland Independent College and University Association

Capitol College

Goucher College

Hood College

Johns Hopkins University

Loyola University Maryland

Maryland Institute College of Art

McDaniel College

Mount St. Mary's University

Notre Dame of Maryland University

St. John's College

Sojourner-Douglass College

Stevenson University

Washington Adventist University

Washington College

Cultural Diversity Report

2014

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- **Statutory Requirement**

The Maryland General Assembly passed legislation in 2008 that requires each public institution of higher education to develop and implement programs of cultural diversity and submit annual reports to its governing body, which must review the plans and submit a report to the Maryland Higher Education Commission (MHEC). Based on the law, each independent institution that receives State Sellinger funds must report annually to the Maryland Independent College and University Association (MICUA) on its programs that promote and enhance cultural diversity. MICUA is charged with compiling the information received from its member institutions and submitting a report to MHEC. In addition to the campus data, the MICUA report includes an analysis of best practices used by independent institutions to enhance cultural diversity. Finally, MHEC is tasked with submitting an annual report to the Maryland General Assembly on the extent to which colleges and universities are in compliance with the diversity goals of *Maryland Ready: The 2013 Maryland State Plan for Postsecondary Education*.

As defined in statute, "cultural diversity" means the inclusion of those racial and ethnic groups that traditionally have been underrepresented in higher education. In a letter to Governor Martin O'Malley dated May 15, 2008, Attorney General Douglas Gansler advised colleges and universities "not to limit the scope of those plans to the elements of the bill's definition of cultural diversity. Rather, …each institution properly may define its own interest in promoting diversity by analysis of its individual educational mission, the kinds of student backgrounds and experiences that would enhance the achievement of that mission, and the means the institution feels are appropriate to achieve its goal." As noted in *Maryland Ready*, "The State believes that colleges and universities are uniquely and better positioned to help students develop cultural competency than many other entities, given the diversity that exists on most campuses."

- **MICUA Diversity at a Glance**

All institutions of higher education are required to report enrollment and graduation rates through the federal Integrated Postsecondary Education Data System (IPEDS). The data for students is disaggregated by race and ethnicity. Based on IPEDS enrollment data, 33% of undergraduate students enrolled at MICUA member institutions are students of color. The fastest growing population at MICUA colleges and universities is Hispanic students. Hispanic undergraduate student enrollment tripled (199% increase) between 2003 and 2013, and African-American undergraduate student enrollment grew by 12% during the same period. By comparison, total undergraduate student enrollment grew by 9%. Based on IPEDS graduation rates, half of the MICUA State-aided institutions have eliminated the graduation gap between underrepresented minority students and the general population. Colleges and universities also report race and ethnicity of full-time faculty. Based on the most recent data, 9% of MICUA faculty are minorities who are underrepresented in higher education.

- **MICUA Commitment to Diversity**

MICUA member institutions are actively engaged in efforts to create a welcoming and inclusive campus community, serve culturally diverse students, and hire culturally diverse faculty and administrators. As required by law, the *MICUA 2014 Cultural Diversity Report* is a summary of the many programs implemented by Maryland's independent colleges and universities to promote and enhance cultural diversity. The report does not list every initiative or effort on each campus, but provides a general overview of common activities, unique programs, and best practices. Many of the examples provided in this document are ongoing, multi-year practices and programs that have proven effective. Other examples are new initiatives and emerging trends.

- **MICUA Cultural Diversity Survey**

In consultation with its member institutions, MICUA developed a survey instrument for independent colleges and universities to report on programs that promote and enhance cultural diversity. All MICUA member institutions that receive State Sellinger funds completed the following survey questions:

General institutional questions

1. *Describe efforts the institution has made in the past year to create an environment of support for underrepresented ethnic groups.*
2. *Describe how the institution assesses its performance in promoting cultural diversity.*
3. *What program would you like to implement to enhance cultural diversity if resources were available?*

Questions specific to students

1. *Describe efforts the institution has made in the past year to recruit a diverse student population.*
2. *How involved are students of color in campus leadership? What is the institution doing to encourage students to become involved in leadership?*

Questions specific to faculty

1. *Describe efforts the institution has made in the past year to recruit a diverse faculty.*

Questions specific to administrators (Deans, VPs, etc.)

1. *How is cultural diversity reflected in the institution's leadership?*

EXISTING PRACTICES AND PROGRAMS

- **Mission Statements**

The mission statement of each MICUA member institution demonstrates its commitment to providing an inclusive learning environment. In addition, the mission statements affirm the belief that diversity is essential to a quality education. Listed below are several examples of mission statements adopted by MICUA schools.

The mission statement of Goucher College declares, "The College's principal objectives are to help each student master significant areas of knowledge and skills while developing an appreciation for individual and cultural diversity, a sense of social responsibility, and a system of personal and professional ethics." An excerpt from the College's diversity statement includes, "As a dynamic community of learners, we renew our commitment to social justice and reaffirm diversity and multiculturalism as fundamental and valued components of our liberal arts mission and institutional ethos… Our commitment to diversity and multiculturalism shall inform all aspects of the institution, including curriculum, co-curricular activities, community governance, and campus culture."

Loyola University Maryland's mission statement reads, in part, "…the University will inspire students to learn, lead, and serve in a diverse and changing world." In addition, Loyola's Core Values Statement roots its commitment to diversity in Jesuit ideals. "Jesuit schools have traditionally fostered openness toward and special interest in peoples, experiences, and ideas that are new, different, and diverse. The Jesuit educational tradition has sought to celebrate differences, while at the same time seeking out and highlighting fundamental human qualities which are shared across diverse cultures… Loyola encourages openness to new discoveries, ideas, methods, and perspectives, and it actively encourages and celebrates diversity in all forms… The University is committed to challenging and repudiating prejudice in all its forms, and to encouraging global and international awareness."

The McDaniel College mission statement affirms a commitment to diversity. "McDaniel College is a diverse student-centered community committed to excellence in the liberal arts and sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and

experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility."

In 2012, Washington College revised its mission, core values, and vision statement to reflect the College's commitment to diversity. "We offer academic rigor and self-discovery in a supportive, residential community of well-qualified, diverse, and motivated individuals. We develop in our students habits of analytic thought and clear communication, aesthetic insight, ethical sensitivity, and civic responsibility." The College's core values include "integrity, determination, curiosity, civility, leadership, and moral courage."

The Notre Dame of Maryland University mission statement reads, in part, "Distinctive undergraduate and graduate programs challenge women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility."

The mission statement of St. John's College reads, "St. John's College is a community dedicated to liberal education. Such education seeks to free men and women from the tyrannies of unexamined opinions and inherited prejudices. It also endeavors to enable them to make intelligent, free choices concerning the ends and means of both public and private life." In addition, the College adopted the following diversity statement: "By reading great books and struggling together with the fundamental questions that they raise, students and their teachers learn from their differences and discover more deeply their shared humanity. In this and other ways, a diversity of background and experience enriches our community of learning. Because it offers an education for all, St. John's College has sought and continues to seek to make its program of study known and available to people of diverse backgrounds."

A commitment to diversity at Johns Hopkins University (JHU) and its Health System is demonstrated in its *Diversity and Inclusion* statement: "Johns Hopkins is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We firmly believe that we can best promote excellence by recruiting and retaining a diverse group of students, faculty, and staff and by creating a climate of respect that is supportive of their success. This climate for diversity, inclusion, and excellence is critical to attaining the best research, scholarship, teaching, health care, and other strategic goals of the Health System and the University. Taken together, these values are recognized and supported fully by the Johns Hopkins Institutions leadership at all levels. Further, we recognize that the responsibility for

excellence, diversity, and inclusion lies with all of us at the Institutions: leadership, administration, faculty, staff, and students."

JHU is comprised of nine academic and two non-academic divisions. Each individual division has its own mission statement, many of which include a diversity component. For example, the JHU Bloomberg School of Public Health's mission statement emphasizes that the School "is dedicated to the education of a diverse group of research scientists and public health professionals, a process inseparably linked to the discovery and application of new knowledge, and through these activities, to the improvement of health and prevention of disease and disability around the world."

The mission of the JHU School of Education is to produce teacher candidates who have a "Commitment to diversity: respect for the differences among learners (e.g., but not limited to cultural, ethnic, racial, gender, sexual orientation, ability, socio-economic) in the candidate's classroom/school; commitment to the development of all students; commitment to working in schools characterized by diversity of students; understanding of different learning needs/styles and an ability to differentiate instruction appropriately."

Sojourner-Douglass College's mission statement proclaims that the College will "Foster greater commitment to fundamental social change, diversity, and pluralism." Furthermore, the College's goals include explicit directives "to provide access to an opportunity for higher education to minority students throughout the State of Maryland and beyond and to develop leaders with the capacity to apply theory to community problem solving."

- **Strategic Plans and Goals**

MICUA colleges and universities often include diversity goals in their long-range strategic plans. Enrollment, hiring practices, curriculum, and community are all impacted by these efforts. For example, one of the tenets of McDaniel College's strategic plan is to "…provide increased opportunities to foster respect for diversity." In addition, the College will "Enroll and retain a greater number of diverse, academically talented graduate and undergraduate students..."

The Board of Trustees of Capitol College recently approved a dynamic, transformative five-year strategic plan. One component of the plan is to accelerate the strategy to become more globally known and active in serving international countries, companies, and learners. Capitol has developed networking relationships with organizations in Europe, Africa, England, Australia,

and South Korea, to recruit diverse students and collaborate on new research and service projects. While the College expands internationally, Capitol will continue to grow domestically, by expanding relationships with community colleges, K-12 schools, companies, and agencies in the U.S., and with grants for STEM outreach and leadership development.

Goucher College's strategic plan, *Transcending Boundaries and Transforming Lives*, affirms that diversity is central to a liberal arts education and to the institution's core values. Building international knowledge and global citizenship, cultivating an intercultural perspective, and encouraging civic engagement are some of the plan's goals regarding diversity. Specifically, Goucher "will continue to welcome and accommodate a vast range of points of view, lifestyles, creeds, and perspectives… and give every student an opportunity to broaden his or her thinking by introducing new perspectives and fostering a lively exchange of ideas." The plan further states that Goucher will demonstrate its commitment to social justice and "encourage students to take leadership roles… with a view toward enhancing the performance and accountability of all."

The President of Mount St. Mary's University appointed a 16-member *Inclusive Excellence Committee* to engage in the planning and assessment of the institution's diversity and inclusion policies. The Committee sets the strategic direction for the University through the development and implementation of a *Diversity and Inclusion Strategic Plan,* which includes vision, mission, institutional goals, operational plans, and outcomes. The following excerpt is informative. The University will "enhance the campus climate for inclusion; recruit and retain a more diverse student body, faculty, and staff; and prepare all of our students, faculty, and staff to thrive personally and professionally in a world that is diverse, global, and interconnected." The overall goal is to increase intercultural awareness, knowledge, and skills for faculty, staff, and students. Included in the Plan is cultural competency training and development through the use of workshops and retreats.

Through its strategic plan, Maryland Institute College of Art (MICA) "strives to create an academic experience in which students become literate about, and knowledgeable of, our combined cultural backgrounds." Further, "MICA holds itself accountable for promoting diversity, encourages diversity in all forms, and creates an environment in which diversity informs the content of all programs and activities… The College encourages academic development and training necessary to create pedagogical experiences in the classroom related to global awareness and intercultural competencies that foster diversity… The College seeks to increase admissions outreach and the availability of scholarships and financial aid for both new and returning undergraduate students."

One of the goals in St. John's College's strategic plan is to "Increase interest and applications from students we have had difficulty attracting, i.e., students of color and international students, by expanding current admissions efforts and exploring partnerships, print and web opportunities, international visits, and specialized publications."

In its strategic plan, the JHU Applied Physics Laboratory vows to "Promote a culture of excellence that embraces open communication, diverse perspectives, and enterprise-wide collaboration." Diversity is one of five values that the students, faculty, and staff of the JHU School of Nursing strive to uphold and exemplify, as reflected in Goal 2 of the School's strategic plan. "Along with the values of excellence, accountability, responsibility, and integrity, we embrace diversity as a way to enhance all of our activities and accomplish the mission of the School."

The second goal of the Washington Adventist University strategic plan contains five points related to diversity on campus, including a commitment to "offer orientation programs that include gender and disability, create a comprehensive diversity program, implement cultural activities that promote diversity, integrate diversity into the curriculum, and provide diversity training for student leaders."

A diversity goal for Stevenson University reads, "The University will engage its community in creative, intellectual, social, and athletic experiences, and it will foster a campus climate characterized by wellness, diversity, civility, and environmental consciousness, as well as national and global awareness."

- **Leadership to Foster Diversity**

To demonstrate a commitment to enhancing cultural diversity on campus, most MICUA member institutions have created an office of diversity and multicultural affairs and assigned staff to coordinate programming and oversee the range of issues related to diversity. In addition, many schools have created affinity groups comprised of students, faculty, and staff to complement this work and develop collaborative initiatives.

Notre Dame of Maryland University created a *Diversity and Inclusion Council* to facilitate the vision for diversity at the University. The Council will "provide a forum for discussion of diversity-related issues and ideas; promote campus dialogue about diversity; and provide

advisement to the University on ways to utilize the creativity, innovation, and ideas of the community on matters of diversity."

In January 2014, Goucher College re-instituted a *Diversity Standing Committee*, which promotes and monitors the development and implementation of tangible institutional diversity goals to ensure that the College's mission of diversity is upheld. One of the first tasks of the Committee was to complete an inventory of current programs and practices that promote diversity, multiculturalism, and inclusion. The Committee is developing a set of recommendations for next steps in the progression toward meeting the diversity goals.

The *Office of Diversity and Intercultural Development* at Maryland Institute College of Art (MICA) guides and directs the day-to-day fundamental diversity initiatives and support for MICA. The Office's mission is "to create a welcoming environment for all students, with a specific focus on the academic, social, and cultural needs of students pertaining to issues of culture, class, race, gender, sexuality, identity, religion, and more. The Office provides a safe space for students to bring their issues, address their concerns, and obtain direction, information, referrals, and mentoring." In addition, MICA's *Center for Race and Culture* is an interactive department that researches and investigates the dynamics of race, culture, and its relationship to visual art traditions and practices to prepare students for leadership roles in the regional, national, and international art world. Scholars, doctoral candidates, artists, critics, musicians, actors, and historians research or create events, exhibitions, projects, or performances that focus on the aesthetic dynamics of race and culture with the intent to break down racial barriers and build bridges of cultural understanding and meaningful and productive relationships.

In 1997, Johns Hopkins University (JHU) established a *Diversity Leadership Council* (DLC), comprised of students, faculty, and staff from all divisions of the University. The DLC mission is to help JHU achieve its goals of diversity and inclusion. This includes ensuring a campus climate that is welcoming to a diverse group of faculty, staff, and students, as well as providing initiatives to heighten awareness of diversity on campus. Two events are held annually—the *Diversity Conference* in the fall and an awards ceremony in the spring. These events recognize the extraordinary contributions of faculty, staff, and students in celebrating diversity and advancing inclusiveness.

Hood College, Johns Hopkins University, Maryland Institute College of Art, McDaniel College, Mount St. Mary's University, Stevenson University, and Washington College are members of the Washington Regional Task Force against Campus Prejudice (WRTF), which is a consortium of

20 local colleges and universities. The mission of WRTF is to provide the network of colleges, universities, and institutional representatives with the education, support, and professional development needed to promote diversity and inclusion, advocate for social justice, and address prejudice and bias on campus. The group of administrators and faculty has been designated as a model for developing support mechanisms for campus diversity efforts. Stevenson University hosted the organization's annual professional development workshop, *Creating Culturally Responsive Institutions*. An administrator from Mount St. Mary's University serves as Co-chair of the task force.

- **Inclusion of Cultural Diversity in Curriculum**

Most private colleges include a cross-cultural component in the general education requirements. Students satisfy this requirement by taking classes in ethnic studies, nonwestern civilizations, a foreign languages, or courses on diversity and inclusion. Described below are a few noteworthy examples of undergraduate and graduate courses that study diverse populations and perspectives.

All students who graduate from Mount St. Mary's University complete a core curriculum, the *Veritas* program. In addition to literature and history courses, such as Asian American Literature and African American Women's History, the *Veritas* program includes several courses that engage students in cultural diversity. The *American Experience* course is one example. This bi-disciplinary (English and history) class engages students in the diverse cultures in America from the pre-Columbian era to 1898 and helps students articulate the complexity of diversity in America. Slave narratives and the Emancipation Proclamation are among the texts used in the class.   Another course is *Global Encounters,* which invites students to explore non-western cultures in order to better understand the world and promote human dignity and social justice.

Goucher College has a general education requirement in diversity to teach students the complex nature of social structures and human relationships that involve issues of inequality and difference. Courses that satisfy the diversity requirement are found in many academic programs and departments at the College. Last year, Goucher hired a faculty member who has expertise in the history of the African diaspora and added new courses in African-American history.

Several years ago, Loyola University Maryland launched the African and African-American Studies minor. The program offers opportunities for critical examination and understanding of the cultural, social, political, economic, and historical factors that have created and shaped Africa and the African diaspora, as well as black experiences in the U.S. and Caribbean. Currently, 28

faculty members teach in this interdisciplinary program. Recently, Loyola revised its diversity course requirement with more specific goals and objectives. Courses designated to fulfill the requirement include a focus on global issues, domestic diversity, or social justice.

Hood College ensures that students experience ongoing exploration of ideas and values different from those that they currently hold by offering non-western civilization courses. A new core requirement for all undergraduate students includes a global perspective course to expose students to the broader world. Hood also approved a new degree in Global Studies to enable students to explore the cultural, political, and economic issues facing global communities.

The McDaniel Plan is the College's core curriculum and includes a "global citizenship" graduation requirement. Students choose from among many courses offered in area studies programs—Asian Studies, Middle East and Arabic Studies, Latino/Latin American Studies, and Africana Studies (two tracks—African American or African). To satisfy the requirement, students must take one multicultural course focusing on domestic (U.S.) diversity—race, ethnicity, class, etc.—and two international courses, one of which must be non-western in focus. McDaniel offers many courses that promote understanding of cultural diversity in the U.S. and abroad.

The History Department at Stevenson University recently added two new courses, *History of Civil Rights WWII-1970s* and *Maryland's African American Soldiers in the Civil War*. The Human Services Department offers a course, *Diversity and Cultural Competence*, which emphasizes sensitivity to diverse populations. The English Department also offers courses that focus on diversity issues, such as *Rebels and Revolutionaries*, a survey of protest literature; *Colonies of Conquest*, which shows the effect of colonization from Africa to Japan; *Broke USA,* the literature of poverty and money; *Madmen and Masculinity*, a study of men in society; and *From Greece to Glee*, a review of the LGBTQ culture.

All departments at Maryland Institute College of Art (MICA) have successfully infused diversity throughout the curriculum. Faculty members select course content that broadens student understanding of culture through visual explorations of diversity. Through class assignments, students are exposed to a broad spectrum of diverse works both historically and in contemporary art, including techniques and genres of work from every continent. In the Painting Department, a course called *Hanguk* explores all things Korean, past and present. Students study traditional Korean arts and crafts, as well as contemporary art, music, and film, and learn about Korean history, culture, and the North-South conflict. The Fiber Department offers an introductory

course in which students research the culture, social history, and folkways of various indigenous or ethnic groups. The history of textiles and cloth demands an awareness of cultural anthropology, and students learn how the historical perspective continues to influence contemporary designs. In addition, field trips to museums in Baltimore and D.C. introduce students to art from diverse cultures. Class discussions following the field trips include investigation of various cultures as part of the learning experience.

MICA faculty are encouraged to infuse community engagement projects into courses. For example, the Elements class worked collaboratively with the Baer School of Baltimore—a school for severely handicapped children—to design a swing garden with an electronic swing for wheel chairs. The design featured color in the environment to stimulate the children visually and interactive art to engage the students. Similarly, students in an Illustration course created a T-shirt design for *Open Hearts Baltimore*. The art-based youth leadership program was created in partnership with *Baltimore United Viewfinders* and *CASA de Maryland* to promote cross-cultural sensitivity. African-American and Latino youth of East Baltimore, ages 13-18, worked together to promote social change through the use of art and design. The creative output served as a means of self-expression and a platform for stimulating cross-cultural dialogue, cooperation, and building bridges between the diverse communities of Baltimore. A class project by a MICA student in the Film and Video Department turned into a professional documentary released after he graduated. The three-year project, *12 O'Clock Boys*, profiles Baltimore's notorious young men who ride illegal dirt bikes throughout the City. The award-winning film explores the culture of West Baltimore as well as the antics of the bikers.

Graduate students in MICA's Community Arts program combine art-based projects with the underlying principles of social justice. Some examples include the *Wind Chime Project*, which engages the community in environmentally conscious art practices. The project raises awareness about recycling, environmental issues, and community health. *Quilt Stories* gathers women who have suffered loss, trauma, or hardship to create quilts and encourage cross-neighborhood collaboration. In this project, participants from Sandtown-Winchester, Upton, and East Baltimore learn the history of quilt making and the methods of healing through collaborative art making. The *Community Weaving Project* is a collaboration with the Augusta Fells Savage Institute of Visual Art (AFSIVA) and Harlem Park Community Center to create an outdoor fence-weaving installation surrounding the AFSIVA campus. Students, families, and community members produced a vibrant fence design through a series of after-school and weekend workshops.

MICA has also expanded its study abroad experiences. Fiber and Architectural Design students participated in a summer intensive program in Machu Pichu, Peru. *Animation by Design* was a three-week summer course taught in Paris. Several Graphic Design majors studied in France and Denmark. Students in the Fashion Graphics class traveled to Rotterdam, Netherlands, for a week-long residency. During their stay, MICA students collaborated with Dutch students on designing and installing an exhibition of *Wearable Technology*. Juniors in Environmental Design spent the spring semester at an architectural institute in Denmark. Twelve photography majors studied abroad in countries from Nepal to Germany. All of these experiences broaden students' understanding of other cultures.

The general education requirements for undergraduates at Notre Dame of Maryland University require at least one course in cross-cultural studies. The University offers more than 90 courses in the arts, communications, and humanities that will satisfy the requirement. In addition, there are a number of interdisciplinary minors that invite cultural diversity study, such as Peace and Justice Studies, Asian Studies, Latin American Studies, and Women's Studies. A certificate in *Leadership and Social Change* combines leadership classes and experiential learning. In the healthcare professional programs, both nursing and pharmacy have cultural competency requirements. The School of Education offers a master's degree in TESOL, as well as a master's and Ph.D. in *Instructional Leadership for Changing Populations*—designed to prepare academic leaders for linguistically and culturally diverse classrooms. The School of Pharmacy offers elective rotations for its fourth-year students in Costa Rica and Nicaragua, as well as on Native American reservations.

Johns Hopkins University (JHU) boasts a curriculum that is culturally diverse in many disciplines. Africana Studies, East Asian Studies, Latin American Studies, and Near Eastern Studies are just a few examples. Caring for diverse populations is threaded throughout the JHU School of Nursing curriculum. In fact, it is a requirement of the School's accreditation through the Commission on Collegiate Nursing Education.

A new course in the JHU Peabody Institute—*Gospel Music*—fosters collaborations between Peabody students and faculty with a broad range of African-American churches in the Greater Baltimore area. One of its major projects this year was the presentation of a gospel music concert in connection with a special community outreach program funded through the Presser Foundation and planned and managed by a master's degree candidate in vocal performance. The concert included choirs from two Baltimore city churches and an audience from the entire region.

During the past academic year, the JHU School of Education provided training (pro-bono) to Baltimore City Public School teachers on the topic, "Rigor and Engagement in Learning through the Brain-Targeted Teaching Model." This professional development series is geared toward bringing teachers relevant information from the science of learning to enhance teaching and learning, especially focused on students in urban school environments. African-American teachers comprise a significant portion of the participants. The School also ran a wide variety of graduate education courses centered on cultural diversity, including, but not limited to: *Culturally Responsive Teaching, Diversity and Social Justice in Counseling, Counseling Refugees and Immigrants, Counseling Linguistically Diverse Clients, Counseling African American Children and Adolescents, Urban School Reform, Cross-Cultural Studies in Literacy, Counseling Gay and Lesbian Youth, Teaching Reading and Writing in the Content Areas for ESL Students, The Gifted/Learning Disabled Learner, Urban Progressive Education*, and *School Reform in the Urban Environment*.

In the JHU School of Medicine, students take a health care disparities course in which cultural competency is prominently featured. In addition to raising awareness about disparities in Baltimore City and nationally, the course emphasizes the ways that cultural competency can reduce these persistent disparities. That is, a culturally competent physician helps increase trust, likelihood of adherence to treatment, and health literacy, which in turn can lower morbidity rates, lower health care costs, and increase equity of service.

Each of the ten academic departments in the JHU School of Public Health participates in research and provides technical assistance in over 80 countries, as well as across the U.S. Several departments focus on underserved populations in the U.S. and abroad. A large percentage of public health activities (e.g., policy, interventions, risk assessment, advocacy, and education) specifically relate to minorities or other underserved groups. As a result, students, faculty, and the curriculum are steeped in issues pertaining to cultural diversity. Faculty members consistently include examples from a wide range of populations in their lectures, discussions, and assignments, supplemented by the students' diverse backgrounds and professional experiences. In addition, a committee of faculty is designing a series of courses that will address a broad range of LGBT public health issues bringing together epidemiology, behavioral science, clinical medicine, community, healthcare services and policies, and legal perspectives.

Every student attending Washington College is required to take a global research and writing seminar, emphasizing themes that encourage dialogue around diversity and culture. In addition, every student must take at least one foreign language course. Supplementing the basic language instruction is a survey of the literature, customs, music, art, religion, history, and politics of the countries and regions where the language is spoken. Among the disciplines offered at the College are Black Studies, Gender Studies, Sociology, Political Science, and International Studies, which include discussions of social justice and social stratification related to race, class, and gender. Students enrolled in the *Social Inequalities* class at Washington College participate in a *Poverty Simulation* to educate students on the socioeconomic disparities in society.

Among the works studied in the all-required curriculum at St. John's College are American authors Frederick Douglass, Booker T. Washington, and W.E.B. DuBois. In addition, study groups discuss topics from a wide range of cultures—including Japanese literature, Chinese calligraphy, the writings of Confucius, the Koran, Russian film, and Middle Eastern readings, among others.

Washington Adventist University utilizes its diverse student population to enhance class discussions around issues of culture, thus enabling the institution to infuse diversity throughout its curriculum. The personal experiences of the students contribute to the overall educational enrichment. In the Department of Education, all elementary/special education and early childhood education majors must complete a course in exceptionalities, develop an action plan for social change, and prepare a variety of classroom learning experiences for diverse populations, including student assessment and assistive technology needs assessment. The Department of Music curriculum is multicultural and includes the study of all genres of music. Diversity and social justice issues are incorporated into each course in the Department of Social Work. Faculty provide a list of diversity elements that must be addressed in class discussions and assignments throughout the course.

Capitol College incorporates cultural diversity topics throughout its academic programs. Textbooks are examined to ensure that they reflect the cultural diversity issues appropriate to the topic. The curriculum at Capitol is taught through a global lens, and students address cultural diversity in course assignments. One of the College's assessment principles states, "Graduates will be able to demonstrate an understanding of different cultures and values."

- **Publications and Promotional Materials**

Via both print and electronic media, MICUA colleges and universities regularly communicate with students, prospective students, faculty and staff, and the community. Promotional materials reflect populations with varied ethnicity, race, national origin, age, and gender group, in order to create a welcoming environment and ensure respect for diversity. The print and electronic materials produced by MICUA and its members consistently feature students and faculty of color. In addition, information about events and services for diverse populations is contained in college newspapers, student handbooks, and institutional websites. Often statistical information on multicultural matters is provided in publications and websites as well.

Recognized by *U.S. News & World Report* as one of the most racially diverse universities in the nation, Washington Adventist University has promoted its diversity as a reason for students to attend the school. The University's website and recruitment tools reflect the campus diversity and highlight all aspects of student life and experiences. Many of its publications are translated into Spanish. Clubs and organizations, such as the Black Student Union, Caribbean Student Society, Filipino American Student Association, and the Latino Student Union, showcase events and activities to celebrate cultural differences.

St. John's College's admissions portal features students from various ethnic backgrounds. In addition, the alumni magazine, *The College*, features profiles of graduates from underrepresented ethnic groups.

Goucher College strives to represent its diverse student body in all print and electronic publications and on its newly designed website. A series of student profiles, *Education Without Boundaries*, portrays a richly diverse community through academic and extracurricular interests and activities. Goucher promotes its cultural heritage and diversity celebrations through printed flyers and electronic media. The College sends an electronic postcard, *Expressions of Diversity*, to prospective students of color, inviting them to an overnight campus visit.

The *ALANA Anthem* is published twice each semester at Loyola University Maryland. This publication serves as a means to increase the Loyola community's awareness of cultural diversity and programming sponsored by the African, Latino, Asian, and Native American (ALANA) Services.

Reflecting the rich diversity of its campus community, Notre Dame of Maryland University features students of color in its publications, marketing materials, and website. The University's admissions publications—both print and electronic—include statistics and data regarding multicultural activities and organizations. Events and services for diverse populations are highlighted in the University newspaper, magazine, and student handbook.

Johns Hopkins University ensures that the diversity of the campus community is reflected in the photographs and language of all print and online publications prepared by the University. Annually, JHU circulates a diversity calendar of events and celebrations depicting various cultures. In addition, the Interfaith Center keeps the campus community informed of religious holidays and faith-based traditions. The JHU Bloomberg School of Public Health recognizes and values diversity through its magazine articles and website. Promotional materials for the JHU Peabody Institute reflect its commitment to diversity in the Institute's programs and activities. Faculty and administrators from the JHU School of Education have produced numerous publications and presentations related to diversity. These include articles in professional journals, books and book chapters, and presentations at national conferences.

The 2013 edition of Mount St. Mary's University's alumni magazine, *The Changing Faces at the Mount*, celebrates the diversity of the University. The University's Center for Student Diversity publishes a quarterly publication, *Mosaic Times,* which highlights its programs and initiatives. In addition, the Center maintains a website and utilizes social media sites—such as *Facebook*, *Twitter*, and *Instagram*—to inform students of activities and events.

In all printed communications, McDaniel College ensures that persons of color are included in words and images. For example, the College magazine, *The Hill*, regularly features articles about prominent minority faculty, students, and alumni. A recent edition featured a story about Ashley Day '12, an African-American graduate who works in the Baltimore City mayor's office. In addition, the College's online e-newsletter, *News@McDaniel*, covers multicultural organizations, student activities, events, and guest speakers.

The Maryland Institute College of Art webpage features an online gallery that hosts works from students of diverse backgrounds, as well as news stories about MICA's diverse alumni, faculty, staff, and students. MICA's Communications staff created a brochure showcasing the College's cultural diversity to be used by the Office of Diversity and the Office of Admissions. The publication, *An Artist's Guide to Choosing a College*, has been cited as a "best practice" for

effective college recruitment. MICA also created the *Employer Guide* to highlight the College's diverse population to prospective employers interested in hiring MICA graduates.

- **Activities and Organizations**

Activities that recognize and celebrate diverse populations take place year-round on every MICUA campus—lectures, exhibits, workshops, food tastings, fashion shows, and dance performances. These events are often free and open to the public and the college community. During the months set aside to celebrate cultural groups—Hispanic Heritage month, Native American History month, Black History month, Women's History month, and Asian Awareness month—special events are featured.

Loyola University Maryland supports many initiatives to enhance cultural diversity on campus. The University offers monthly lunchtime conversations called *Food for Thought,* sponsored by the African and African-American Studies program. The discussions center around issues of race, gender, social justice, slavery, and white fear. More than 100 people participated in the various sessions throughout the year. A new program, *Hora de Café con Leche*, enhances the education, discussion, and understanding of the Hispanic/Latino culture, while also providing students the opportunity to practice conversational Spanish. *MAN2MAN* and *Sister-to-Sister* are two gender-based identity groups that explore and discuss the intersection of gender and race/ethnicity. The two groups sponsor wellness workshops, discussion circles, informal mentoring, and academic challenges. Finally, Loyola holds special events during the heritage month celebrations. For example, the Piscataway National Turtle Island Dancers performed on campus during Native American Heritage month.

Among the favorite activities at McDaniel College this past year were the four *Global Dinners*. The *Taste of Latin America: Indigenous Empires* included music by an Andean/Peruvian folk trio, presentations by students, and Latin food. *Celebrating Africa* featured African food, dance performances, and a fashion show. *A Taste of Asia* highlighted Asian food, music, dance, and short plays. The *Taste and Sounds of Arabia* introduced Arabic food, music, Dabke folk dancing, and belly dancing. In addition to these festivals, McDaniel also sponsored several seminars on global issues, such as international development, global health, the tumult in the Middle East, and the role of the media in the Arab world.

Stevenson University's annual Multicultural Awareness Week highlights different ethnicities, beliefs, and values through theatrical and spoken performances, literature, and cuisine.

Communication Design students created a logo to represent the theme of Mosaics. Guest speaker Dr. Terrence Roberts of the Little Rock Nine inspired students to excel in their academic pursuits. One of the highlights of the week's activities is a two-day Tunnel of Oppression exhibit. This grassroots diversity initiative focuses on the concepts of oppression, privilege, and power throughout the world. The students display exhibits on topics that examine racism, sexism, homophobia, health issues, domestic violence, and modern-day slavery. This year, the Tunnel of Oppression exhibit highlighted the Department of Nursing's health disparities project and included more than 20 displays covering 210 feet. The exhibit involved nursing faculty who incorporated global health disparities into their lesson plans. The experience was a rich one for students because of their investigative work and group learning experience.

Stevenson celebrated the *Year of Italian Culture* with a series of cultural events including art, sculpture, film, and music, and a photography exhibit of Baltimore's Little Italy neighborhood. Stevenson fashion design students used Italian textiles to create fashions inspired by Italian designers and presented a fashion exhibition. Stevenson also hosted a photography exhibition, *You, Me, and Japan*, featuring images from a student and faculty study abroad trip to Japan. The opening reception for the exhibition included a dynamic taiko performance, a form of full-body drumming based in Japanese tradition.

Throughout the year, Hood College sponsors films, panel discussions, speakers, cultural celebrations, and religious observations to encourage students to engage with each other and to focus on the inclusion, empowerment, and support of underrepresented groups. Some programs use unusual tools to stimulate conversations about diversity. In *Splash of Color*, students design vases with different colored wax and sand—with each color depicting a specific identity characteristic. Students discuss their vase design and how it represents them personally. In another activity, *Cupcake You-niversity*, students make cupcakes with multiple colors of batter to represent different personal characteristics. Students then participate in a facilitated discussion of what characteristics are represented in each cupcake, how this reflects the diversity of the group, and what commonalities are present. Students tie-dye socks (*Tie Dye Toes*) in a variety of colors to represent their cultural backgrounds and other aspects of their identities they consider unique. Students discuss the significance of the colors they choose and how this portrays the diversity of the campus community.

St. John's College sponsors its annual *Lift Every Voice* weekend in January with community seminars and activities to honor the life and legacy of Dr. Martin Luther King, Jr. This year's focus was on race relations, with St. John's tutors leading small group discussions of Dr. King's

speech, "A Realistic Look at the Question of Progress in the Area of Race Relations." The highlight of the annual weekend is a spirited gospel concert featuring local choirs and musicians.

Washington College continues to build programming around cultural diversity. The College hosts *Diversity Café* every two weeks to engage students in conversations about diversity. In fall 2013, the College hosted the *50th Anniversary of the March on Washington* for the College and Kent County community. The program invited students, faculty, staff, and community members to reflect on history and make a commitment to service for the community.

Among the many activities to celebrate its diversity, Notre Dame of Maryland University sponsored a *Multicultural Fashion Show*. Students shared native dress, dances, and traditional songs from their own cultures. The School of Pharmacy hosted its annual *Culture Fair* that showcases cultures, foods, dress, and healthcare from across the globe. Another event was the *30-Minute Seder,* which included Jewish traditions and typical Seder foods. The University created two new organizations, the *Diversity and Inclusion Council* and the *Muslim Student Association*.

Washington Adventist University (WAU) produces many programs and activities aimed at celebrating diversity on campus. The University seeks to address diversity concerns, accept differences, and foster a climate of inclusion. Among the active student clubs are the African Students Association, Asian-American Club, Black Student Union, Caribbean Student Union, Filipino-American Club, and Latino Student Union. Students are encouraged to participate in clubs and organizations that are not necessarily those of their own cultural group. During the cultural heritage months, WAU invites guest speakers to share experiences and expertise about their particular culture. Each year, WAU holds a *Community Prayer Breakfast* to honor Dr. Martin Luther King, Jr.

Last year, Johns Hopkins University (JHU) introduced a *Politically Incorrect* program to discuss a controversial topics in a manner that would encourage constructive dialogue about topics that are often uncomfortable to address. The pilot program was successful—with 30 graduate and undergraduate students in attendance. This year, approximately 70 students participated in discussions of religion/spirituality, defining women, and sexual identity, to name a few topics. JHU faculty and staff facilitated the sessions, which received high marks on program evaluations.

JHU's annual *Culture Show* has helped to promote understanding and appreciation of cultural differences through the performing arts. Since 1987, the annual collaborative showcase has celebrated the many cultures represented and embraced by Hopkins students. *Culture Show 2013* featured 18 performing groups representing the traditions and culture of 12 countries.

Men of Color Hopkins Alliance (MOCHA) supports undergraduate African-American, Latino, and Native-American men in successfully completing their degree program at JHU. Academic excellence, mentorship, professionalism, community service, and brotherhood are the guiding principles of MOCHA. Every program, workshop, and activity reinforces these principles and upholds the mission of the organization. In fall 2013, MOCHA initiated a discussion series called *Boys to Men: A Discussion on Manhood*. Approximately 75 students attended the event. MOCHA collaborates with other student organizations to present programming during cultural heritage months.

JHU's Sheridan Libraries and Museums present monthly *Cultural Brown Bag Lunches*. Staff members of different backgrounds lead discussions of their culture and religion. In addition, the group sponsored a viewing and discussion of the film, *12 Years a Slave*. The Library maintains a wiki page, *Diversity Matters*, to communicate and exchange information about issues relevant to diversity.

The primary purpose of JHU's *Students Empowering and Educating for Diversity* (SEED) is to raise awareness on racism, sexism, and other forms of bigotry and intolerance through educational programming, social activities, and community service initiatives. A group of well-trained students facilitates workshops and develops programs on culturally sensitive issues. SEED creates action plans that foster diversity and assists campus groups in setting goals and improving dialogue.

To share varying viewpoints, Mount St. Mary's University brings guest speakers, authors, and poets to campus. A highlight this year was a Native American speaker who shared the art and history of traditional and modern Native American dance forms. In addition, MSMU sponsors film screenings to broaden awareness of various aspects of cultural diversity and stimulate discussion. For nearly a decade, the University has sponsored the annual *Latino Festival* and an *International Fair*. Both of these events enhance cultural diversity on campus. For the fifth year, the University sponsored a *Segregation Dinner* as part of its Black History month tribute. This program serves as an experiential learning opportunity to frame a dialogue about segregation laws that existed in the U.S. until the mid-1960s.

Maryland Institute College of Art (MICA) produces programming that addresses differences and commonalities of people with diverse backgrounds. These programs and events are designed to engage all students through films, lectures, exhibitions, artist talks, luncheons, focus groups, workshops, field trips, career information, and training. In addition, MICA provides academic, social, cultural, and transitional support for underrepresented minority students. For example, the T. Howard Foundation presented a program for students of color. The Foundation's mission is to diversify the multimedia and entertainment industry by identifying talented young men and women of color. The Foundation annually awards internships to students of color, and MICA had two finalists in the program this year.

Both McDaniel College and JHU's School of Education used poster campaigns to bring awareness to offensive phrases that may be used in everyday conversation and to remind students how powerful their words are. Both institutions followed up with campus conservations about the posters, including a discussion of ways to promote inclusive language.

Capitol College and Johns Hopkins University sponsor chapters of the *National Society of Black Engineers* and the *Society of Women Engineers*. These organizations encourage minorities and women to pursue engineering and technology-related fields and offer tutoring and networking for members. Additional examples of associations that link ethnic groups in particular fields of study include the *Association of Black Journalists*, *Association of Women in Communications*, *Black Student Nurses Association, Society for Hispanic Professional Engineers,* and *Health Occupations Partnership for Excellence* (HOPE). Several MICUA institutions sponsor chapters on campus, and students attending those institutions may join the organizations. Some of these organizations also support outreach and career exploration events for middle and high school students.

- **College Preparation, Intervention, and Community Outreach**

A vital component of diversity plans at every MICUA institution includes community outreach, college preparation, and intervention services for at-risk students. MICUA schools provide tutoring, mentoring, financial assistance, college and career advising, and community services on campus, at local schools, and in communities. Many colleges and universities provide travel assistance for low-income students to visit campus, and some campuses sponsor overnight visits. Examples of the many outreach activities at MICUA schools are described here.

McDaniel College partners with several local organizations and community groups. A partnership with the *Westminster Boys and Girls Club* allows McDaniel students to take work-study positions as tutors and mentors to local children. McDaniel works with *Silver Oak Academy*, a residential high school for at-risk young men. The Academy is dedicated to improving the lives of youth by providing comprehensive and individualized educational, therapeutic, athletic, and career-tech education services through evidenced-based programming and state-of-the-art facilities. McDaniel male students have visited the Academy to share how they overcame obstacles to get to college. In addition, Academy students have attended several diversity programs at McDaniel. The annual *MLK Day of Service* is a collaborative event between McDaniel College, the Carroll County Public Schools, the Ira and Mary Zepp Center for Nonviolence and Peace Education, the NAACP, and the *Carroll County Times*. For the first time, McDaniel College collaborated with the *Westminster Rescue Mission* and *We Can Help*, two local community outreach groups, to provide Sunday dinner to local families so they could better connect with students on campus.

Capitol College reaches out to middle school, high school, and community college students to identify high-ability individuals interested in Science, Technology, Engineering, and Mathematics (STEM) fields. One approach is to bring underrepresented groups to campus, such as College Bound Foundation, First Generation College Bound, Hispanic Youth Foundation, and DC Achievers. In addition, the College provides bilingual instruction on college preparation and planning to parents of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) students at local high schools. The College also maintains a partnership with Baltimore City Community College to help prepare transfer students for further study in STEM fields.

The *Capitol High School Internship Program* (CHIP) introduces high-ability high school seniors with an aptitude for science to a STEM college environment. During the 2013-2014 academic year, ten students from Flowers High School and ten students from Oxon Hill High School (both Prince George's County public schools) are participating in CHIP. Students are matched with mentors who are faculty members, alumni, or industry professionals. The mentors guide the students' work in the Cyber Lab or Electronics Lab on projects that culminate in science fair exhibits. The interns keep log books of their work at Capitol and prepare reports for a symposium held at their high school in the spring. Currently, seniors from Flowers High School are using their internships to design and implement a cybersecurity laboratory at their school, using Capitol College's Cyber Lab as a model. The students from Flowers are also dually

enrolled each semester in one freshman-level course on the Capitol College campus, and at the end of the year they will have completed six credits of college-level work.

Every spring, Capitol College invites several hundred high school juniors from across the Baltimore-Washington region to campus to participate in *Jump Start Juniors*. This all-day event exposes underrepresented students to academic choices and career pathways in STEM fields. Students take part in technical sessions including a robotics demonstration, simulated cyber battle with attackers and defenders, engineering and electronics applications, and academic and career presentations featuring guest speakers. An overview of college admissions and financial aid is also provided. A highlight of the day is the outdoor assembly and launching of model rockets. Capitol College faculty and students prepare and lead demonstrations and workshops, interact with the participants, and answer questions. College administrators serve lunch, and corporate and community friends provide demonstrations and talk about their careers in engineering, technology, and computer fields. A mini "career fair" and exposition includes organizations such as Lockheed Martin, Northrop Grumman, National Aeronautics and Space Administration, National Security Agency, and Naval Air Systems Command. Representatives of these organizations describe the types of work their employees do, as well as the educational pathways needed to prepare for similar jobs.

For several years, Capitol College has partnered with Maryland *Mathematics, Engineering, and Science Achievement* (MESA) to bring middle and high school students—particularly minority and female students—to campus to participate in a STEM activity. At the Spring 2014 MESA STEM Day, middle school students learned the basics of rocket design and constructed model rockets with foam and rubber bands. They launched their rockets, measured their results, and discussed ways to improve their designs. High school students learned about cell phone password security, fabricated small objects with a 3-D printer, and participated in a simulated cybersecurity attack in the Cyber Lab. Capitol College Student Ambassadors assist faculty with the educational activities and provide information on the types of projects, programs, and internships available to college students in STEM majors.

Working in partnership with high poverty/high minority middle schools in Frederick County, Mount St. Mary's University developed the *Mount Teacher Academy* to support in-service and pre-service teacher development. The program provides professional development for teachers, offers an opportunity for pre-service teacher candidates to work with experienced teachers in school settings, and seeks to increase eighth grade student awareness of college and career

readiness goals. In addition, stakeholders are developing guidelines to improve the preparation, hiring, and retention of effective teachers in these schools.

Washington College has partnered with *Bayside HOYAS (Helping Our Youth Achieve Success)* to help middle school students by way of basketball. Every Wednesday night, Washington College students help the middle school students with homework and provide mentorship. The College's basketball players participate in the program and serve as student-athlete role models. Washington College also works with Garnett Elementary School in Chestertown on a *Reading Program*. Students, faculty, and staff deliver books each month to the school, read to the children, and create arts and craft projects. Another project is the *Backpack Program*, which provides backpacks full of school supplies to the elementary school students at the beginning of each school year. During the year, College students fill the backpacks with non-perishable food for students to take home on weekends and holidays. A Washington College sorority holds an annual *Gown Give-Away*. Sorority sisters collect formal dresses and donate them to local high school women. This activity combines college and community involvement.

Washington College invited community-based organizations in Maryland to bring high school students to a *Pre-College Preparation Workshop*. Admissions counselors from Maryland Institute College of Art, McDaniel College, Mount Saint Mary's University, Notre Dame of Maryland University, St. John's College, Stevenson University, and Washington College led sessions on conducting a college search, writing an effective essay, and preparing for a college visit and interview. At the conclusion of the sessions, the participating institutions conducted a college fair. The event was a success with 35 students attending from five community organizations.

As a result of the efforts of Loyola University Maryland's *Center for Community Service and Justice* (CCSJ), roughly 80 percent of the University's undergraduate students engage in service during their Loyola careers, with many participating in on-going activities throughout their time at Loyola. Partner agencies range from local meal programs, job training facilities, and senior services to international advocacy groups focused on poverty and justice. It is the University's belief that service experiences are an integral part of the learning process. In keeping with this philosophy, CCSJ's approach to service goes far beyond the actual experience of volunteering and encourages participants to ask critical questions about how their service will influence their view of the world and the rest of their lives. Its programs follow the PARE model: preparation, action, reflection, and evaluation.

Through the *York Road Initiative*, Loyola partners with residents, business owners, nonprofits, schools, and civic leaders of the York Road community just east of its campus to contribute to a plan for the future of the neighborhood, which struggles with crime, a deteriorating commercial strip, vacant properties, low education levels, and other issues. This initiative involves undergraduate and graduate students, faculty, staff, and administrators. During the summer, Loyola operates the *Govanstowne Farmers Market,* attracting 15 vendors and 300 customers weekly to the York Road corridor. In 2013, 70% of shoppers came from the 21212 zip code, and the market accepted over $4,000 in local, state, and federal food assistance benefits during its 14-week season.

The *Center for Innovation in Urban Education* (CIUE) at Loyola is a collaborative space for those concerned about the educational experiences of students, families, and educators in urban schools. CIUE participates in local and national conversations on urban education and strives to have a positive impact through collaborative research, program development, and community engagement. Another Loyola initiative, *Urban Needs in Teacher Education* (UNITE), seeks to prepare college students to be effective and engaging classroom teachers in urban settings. UNITE conducts professional development seminars for teacher candidates and encourages them to participate in community and school events.

Stevenson University reaches out to community groups in several ways. Various student groups on campus collaborated to assemble and distribute personal care bags to Our Daily Bread Homeless Shelter. Students also hosted a birthday party for residents of Sarah's Hope, a women's and children's shelter. In addition, Stevenson has focused attention on outreach and services to veterans. The University created a Veterans Resource Guide with educational and career information for veterans. The guide is being disseminated to 75 locations in Baltimore City and County. During the 5th annual *Building Community Day* event, Stevenson students volunteered at Operation Oliver's National Day of Play. Operation Oliver is a veteran-led organization dedicated to the revitalization of the Oliver section of Baltimore City, an area formerly known for vacant homes, poverty, and crime.

Goucher College students volunteer as tutors and mentors in schools, community centers, and correctional facilities; participate in environmental initiatives with TALMAR Gardens and Horticultural Therapy Center in Baltimore County and the Barclay Elementary/Middle School Gardening Club in Baltimore City; and engage in literacy programs in local schools. Begun in 1998, one Goucher mentoring project brings a small group of competitively selected seventh-grade students to the campus each week. Goucher students design activities and mentor the

students on a one-to-one basis to address topics such as character building, civic engagement, and conflict resolution. This year's program focused on the arts, such as African drumming and dance, photography, poetry, painting, and step dance. The mentoring relationship fosters understanding, trust, and communication and exposes the middle-school students to college life.

A very different population is served through the *Goucher Prison Education Partnership,* which offers college courses in the liberal arts—along with a strong support system—to more than 60 incarcerated men and women in Maryland. Goucher faculty teach the courses at two prisons, and faculty and upperclassmen serve as tutors and research assistants to help the inmates better reach their potential. In partnership with Patrick Allison House and Living Classrooms, Goucher students also participate in *Re-entering Citizens Assistance Program* (ReCAP). ReCAP assists individuals re-entering society after incarceration by providing job skill development and improving computer literacy.

The *Futuro Latino Learning Center* is another Goucher initiative that serves over 100 local immigrants weekly with several levels of English as a Second Language (ESL) classes, adult computer-literacy courses, and a cultural enrichment and bilingual storytelling program for Spanish-speaking children in the community. The Center also has a community garden that features foods from different parts of Latin America. About 70 Goucher students work at the Center each semester.

Community outreach is an integral part of Hood College's annual birthday celebration of Dr. Martin Luther King, Jr. Many campus student organizations treat the holiday as a "day on, not a day off" and commit to a day of service. In the spirit of giving back to others, students participate in local Frederick events and visit senior centers.

Established in 2004 at Maryland Institute College of Art (MICA), the *Community Art Collaborative* (CAC) is an AmeriCorps national service program that places artists in year-long residences at nonprofit organizations throughout Baltimore City. CAC members facilitate arts-based programs for children and youth that encourage skills development, leadership opportunities, critical thinking, and community engagement, all of which contribute to K-12 student achievement. One example is *Jubilee Arts*, a community art center in an impoverished neighborhood that opened in 2010 with the support of two CAC members and continues to be staffed by CAC members. Another CAC project is *Baltimore United Viewfinders* (BV), comprised of youth leaders from differing neighborhoods telling the collective story of their community through photography, video, and intergenerational interviews. Housed at MICA

Place, BV aims to improve young people's outlook on their future through the exploration of self-identity and community. Since its inception, CAC members have served over 1,730 youth through after-school programs, workshops, and festivals; leveraged 597 volunteers to participate in various initiatives; facilitated 79 community-strengthening projects for people of all ages; and solicited over $35,000 in support of arts-based programming in the community.

MICA's *Design for Change* class partnered with the Mayor's Office of Economic & Neighborhood Development, the Downtown Partnership of Baltimore, and Lexington Market for their class project. Students designed functional and aesthetically pleasing stands for the licensed vendors that sell merchandise on the outside perimeter of Lexington Market. Students researched the history of the area; visited the market during peak hours; met with vendors; tested prototypes; and solicited feedback from vendors. At the end of the semester, students presented final designs to vendors and stakeholders. The project received positive feedback from the community partners that were involved including Baltimore Mayor Stephanie Rawlings-Blake.

Finding Our Wings is a community-based mentoring program to serve teen girls (ages 13 to 18) living in East Baltimore. MICA faculty teach narrative filmmaking as a means for the girls to express the circumstances of their lives. For the past eight years, the *Wings Collective* has documented approximately 800 hours of captured footage in which the girls have shared their coming-of-age stories. The participating girls and women found open conversation as a vehicle to transcend the issues of race and class that would normally have kept them on separate sides of Baltimore City. Now that the filming is concluded, the focus will shift to editing and post-production. MICA students and graduates continue to work or intern on this project—scoring, recording, and mixing music for the film. The projected completion date is early 2016.

At Washington Adventist University, service projects reflect the University's deep roots in the community. A *Service Day* takes place twice a year and is directly tied to student learning. Academic departments collaborate to link service projects to academic course objectives. For example, nursing students provide clinic-based services to underserved communities, biology and chemistry majors present science seminars at a local elementary school that serves disadvantaged pupils, and social work majors participate in community service projects.

Johns Hopkins University (JHU) provides numerous opportunities for students, faculty, and staff to engage in a wide range of community service activities. The University has long-standing partnerships with Baltimore City Public Schools (BCPS). For the past two years, JHU students have conducted *SAT Preparation* sessions for 86 BCPS high school students. A diverse group of

JHU student volunteers coach students in content areas and provide test-taking techniques and strategies. JHU also sponsors *College Awareness Days* for Baltimore City students in grades 8-11. Last year, approximately 80 students participated in the half-day program, which included college preparation activities to learn about the admissions process, financial aid, student life, and the career center. Current JHU students led campus tours and interacted with the young people to share insights into the college experience. Each year, JHU staff participate in the *Junior Interview Clinic* at City College High School. Admissions representatives from several area colleges and the Baltimore business community educate high school juniors about the college preparation process and conduct mock college interviews. This year, over 200 students participated in the clinic.

The *Henderson-Hopkins Partnership School* opened in East Baltimore in fall 2014. The 90,000 square foot facility houses a K-8 community school and an early childhood center, both operated by the JHU School of Education. The school is helping to transform the economically deprived neighborhood into a diverse, mixed-income community of students and families. JHU collected school supplies for the Henderson-Hopkins school store. Children attending the school may purchase the items with "School Bucks," which are awarded to students for good behavior and exemplary school work.

Created in 2011, *Medical Education Resources Initiative for Teens* (MERIT) encourages Baltimore City high school students from low-income communities to pursue careers in medicine by preparing them for the academic and financial challenges that lie ahead. Each year, eight to ten high school sophomores are chosen to participate in MERIT. The two-year program provides intensive academic support, preparation for the SAT, weekly Saturday sessions during the school year, and paid summer internships. During the first summer, they participate in a paid internship at the Hopkins Bayview campus to learn basic laboratory skills, observe clinical care, and interact with medical professionals. The second summer is spent in a Hopkins laboratory learning advanced laboratory skills and conducting research projects. Each MERIT scholar is assigned a mentor. At the conclusion of the summer, the MERIT Scholars present posters and oral presentations at the Johns Hopkins CARES (Career, Academic, and Research Experiences for Students) Symposium. Hopkins faculty members, staff, community leaders, students, and guests attend the Symposium.

The JHU Whiting School of Engineering (WSE) focuses on Science, Technology, Engineering, and Mathematics (STEM) partnerships with local schools. One example is the annual robotics competition for Baltimore City middle and high school students. Last year, WSE received a

five-year National Science Foundation grant to fund *STEM Achievement in Baltimore Elementary Schools* (SABES). The initiative engages teachers, students, and the surrounding communities of six inner-city schools. WSE offers *Engineering Innovation*, a national summer engineering education program for middle and high school students with a focus on underrepresented populations. The program encourages these students to pursue further studies and careers in STEM fields.

JHU's Applied Physics Laboratory (APL) runs a 14-week summer *College Prep Program* for promising high school students. The focus is to assist students and their parents in how to prepare for college, complete the application process, and succeed in college. Activities include SAT preparation, financial aid guidance, college visits, and inspirational guest speakers. Admission to the program is by competitive application. While the program is open to all students, those who are interested in STEM fields and have demonstrated need—such as low-income background, first generation status, or lack of mentors—are encourage to apply. *Girl Power* is an annual STEM expo hosted by APL with support from the Women's Giving Circle of Howard County, Maryland MESA, and the Maryland Space Business Roundtable. The event features hands-on activities, demonstrations, and take-home materials for middle and high school girls to encourage interest in STEM careers.

Building Boys into Men is a 10-12 week course for middle school boys in Baltimore City Public Schools. Weekly sessions delivered by the JHU School of Education's Division of Public Safety Leadership guide students to think before they act, take ownership of their behavior, and challenge themselves to be healthy and valuable members of society.

JHU's Peabody Institute supports *Junior Bach*, in which Peabody faculty and students provide music training for students in a middle school that serves a less-than-privileged population. A member of the Peabody faculty coordinates this project and organizes semi-annual concerts at Peabody that feature the middle school students' original compositions performed by Peabody Conservatory students and, as appropriate, the young composers themselves. Another Peabody initiative is *Creative Access*, a volunteer student organization dedicated to enriching the lives of disadvantaged audiences in the Baltimore community. To date, there have been approximately 50 performances, including performances at My Sister's Place women's shelter, Baltimore VA Medical Hospital, and Johns Hopkins Children's Center, to name a few.

Piloted in fall 2011, the *Johns Hopkins Underrepresented in Medicine Program* (JUMP) created ways to promote the success of students from underrepresented populations pursuing careers in

medicine and other health professions. Strategies are particularly relevant to first-generation, low-income, and academically at-risk freshmen and include academic support, mentoring, financial aid, community building, career exploration, and leadership training. A three-day residential pre-orientation program is designed to strengthen students' first-year experience at JHU. This program is a collaborative effort among several offices and schools of the University. The success of JUMP has been phenomenal, with 100% of the 2011 cohort returning to JHU as sophomores in fall 2012 and 98% of the 2012 cohort returning JHU in fall 2013. In addition, enrollment in JUMP has continued to increase.

Within the JHU School of Medicine, the *Center for Salud (Health) and Opportunity for Latinos* (Centro SOL) was launched last year to optimize the health of Latino and immigrant individuals and populations over their lifespan in Baltimore and beyond through leadership in clinical care, scholarship, education, and advocacy. *Centro SOL* focuses on the lifespan—from preconception to prenatal to pediatrics to adult medicine—as well as the individual, family, community, and policy context; and the intergenerational cycle of health and disease. The initiatives of *Centro SOL* reinforce JHU's continued presence and participation in the Baltimore community.

The *Hopkins Center for Health Disparities Solutions*—an initiative of the JHU Bloomberg School of Public Health—seeks to mitigate health disparities through research, training, and community outreach. While the Center has a national focus, much of the work is in Baltimore. Research topics include: (1) Tobacco use in Baltimore's Hispanic young adults; (2) Child development; (3) The economic burden of health disparities in the US; and, (4) Weight and weight management among students from historically black colleges and universities (in collaboration with Morgan State University.) The Center has also conducted a seminal study of health and quality of life among blacks and whites in a low-income neighborhood in Southwest Baltimore.

The JHU Schools of Medicine, Nursing, and Public Health jointly operate *Student Outreach Resource Center* (SOURCE), a community service center that links approximately 100 Baltimore community-based organizations (CBOs) to students on the East Baltimore campus. More than 500 JHU students have volunteered over 8,000 hours in service-learning projects. Some initiatives include conducting outreach to homeless shelters, guiding refugees in career development, hosting health education outreach events with the Latino community, and developing program planning models and evaluation templates for five CBOs. In other projects, volunteers implemented life skills training for at-risk youth as a part of an on-going GED program, served as HIV counselors at local community clinics, taught sexuality education to

local middle and high school students, and created a fee-for-service business proposal for bereavement services for a hospice.

Bienestar Baltimore, another joint initiative of the JHU Schools of Medicine, Nursing, and Public Health, provides health outreach to the Latino community in East Baltimore. Projects include screening for tuberculosis, prenatal counseling, and teaching English as a second language and are conducted in conjunction with local social services organizations.

Service-learning is an important part of the mission of Notre Dame of Maryland University. Courses that incorporate service-learning provide students with the opportunity to learn subject matter in new ways while also addressing community needs. Interaction with diverse groups, complex situations, and real-life problem-solving provide rich learning opportunities when coupled with guided reflection, class discussion, and skilled analysis relating to course content. Notre Dame students taking Spanish may complete a service-learning project each semester at *Food for Thought*, an after-school tutoring program for elementary school children in inner-city Baltimore. The children in the program are bilingual and originally come from the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, and Peru. In addition to tutoring, four "arts and crafts parties" are held on the Notre Dame campus for the children of *Food for Thought*, allowing them a chance to interact with Notre Dame students through fun activities in a new setting. The whole campus looks forward to attending these parties, as attendance increases with each one.

Another Notre Dame initiative involved more than 200 students, faculty, and staff who participated in *Project Homeless Connect*, sponsored by United Way of Central Maryland. The volunteers traveled to the Baltimore Convention Center to assist homeless individuals and families to identify and provide links to vital services. The project served 2,000 people who were experiencing homelessness of at risk of becoming homeless.

St. John's College students tutor school-aged children from the *Stanton Community Center* and *Bloomsbury Square* and bring them to campus for workshops and art gallery visits. Students also volunteer with *Habitat for Humanity*.

Sojourner-Douglass College (SDC) promotes diversity through its Office of Community Outreach. For example, the College collaborates with community-based entities, such as *Baltimore Racial Justice Action* (BRJA) and *Fusion*, to produce and present campus seminars, workshops, and mini-courses on racism and diversity. In addition, the College is working with

the *Change4Real Community Corporation* to transform the Oldtown neighborhood; establish a functioning local communications network that allows residents and businesses to receive and impart information efficiently; and empower the people who live, work, study, and worship in Oldtown to develop a sense of ownership in the community. SDC and Johns Hopkins University—including the Carey Business School and the Bloomberg School of Public Health—have also embarked on a joint venture to improve the community. The *Sojourner-Hopkins Collaborative* is creating a new approach to address the underlying poverty in Baltimore at its root rather than through its symptoms. The project holds monthly planning meetings and is working toward an action plan by October 2014.

- **Recruiting Diverse Students**

In order to identify and recruit a diverse student body, MICUA schools participate in college fairs at high schools with diverse populations and host on-campus recruitment events for prospective multicultural students and their families. College representatives provide general information about their schools during these events, as well as details about admissions requirements and financial aid. Low-income students from underrepresented groups may find the institutions waive their application fees. Another recruitment strategy is to hire dedicated admissions counselors for the recruitment of multicultural and bilingual students. This has proven successful for Goucher College, Hood College, Johns Hopkins University, Mount St. Mary's University, and Washington Adventist University.

Half of the MICUA member schools have eliminated SAT and ACT scores from the application process to attract a more inclusive pool of students. These institutions—Goucher College, Hood College, Loyola University Maryland, McDaniel College, St. John's College, Sojourner-Douglass College, and Washington College—practice some form of "test-optional" admissions. As a result, the entering freshman class at these institutions is more diverse.

Social media outlets—such as *Facebook*, *Instagram, Tumblr, Twitter*, and *Zinch*—are popular among prospective students and an effective vehicle in the recruitment process. Groups are created to target specific populations and encourage applications from prospective students. To communicate with students who are unable to visit the campus in person, *Skype* is a useful tool.

Geared toward high school counselors, the five-day *Maryland Crab Crawl College Tour* highlights the amazing and diverse options of the independent colleges and universities in Maryland. Most MICUA institutions—including Goucher College, Hood College, Johns

Hopkins University, Loyola University Maryland, McDaniel College, Maryland Institute College of Art, Mount St. Mary's University, Notre Dame of Maryland University, Stevenson University, St. John's College, and Washington College—participate in this annual event that promotes both cultural and geographic diversity in student populations.

Washington Adventist University (WAU) invites eighth graders from several local middle schools to visit campus each year. More than 200 students—the majority of them students of color—participate in the program, which provides an introduction to college life and the college application process. WAU uses these contacts with the students as a recruitment tool, follows them through high school, and encourages them to apply for enrollment at the University.

McDaniel College's long-term diversity recruitment strategy includes campus bus tours, a scholarship competition for talented students in Baltimore City, and collaborations with community-based organizations. With an applicant pool consisting of 33-35% students of color for multiple consecutive years, McDaniel is pleased with the results. The College was recognized by the *New America Foundation* last year as a school that is making significant progress in recruiting, funding, and enrolling a diverse student population.

The *Multicultural Overnight Program* at Loyola University Maryland offers prospective students of color the opportunity to visit campus for an "extended stay." During the visit, prospects attend a core curriculum class, learn about student support services that are available, meet campus leaders, and participate in social activities. In addition, the program offers the prospective student an opportunity to connect with current students of color and hear firsthand about their experiences on campus.

Capitol College has forged partnerships with Prince George's County Public Schools, Prince George's Community College, and Baltimore City Community College to recruit talented students from underrepresented groups. The College has received several grants to support efforts to identify and recruit high-ability, high-need students for STEM programs. In addition, the College works with groups with similar missions, such as the *CollegeBound Foundation*, *First Generation College Bound, Hispanic Youth Foundation*, and *D.C. Achievers*.

The enrollment plan at Hood College is multi-faceted. The College has increased the diversity of its admissions staff, who visit high schools and college fairs in the region and use social media to reach students beyond the traditional travel territories. Staff also build relationships with fraternities and sororities with diverse membership to aid in the recruitment process. In addition,

Hood purchases lists from external sources—such as the College Board, ACT, and the National Research Center for College and University Admissions—to develop a more diverse pool of applicants.

Goucher College uses multiple strategies to enhance its cultural diversity recruitment. Admissions representatives participate in college fairs specifically targeted to underrepresented populations (first-generation, low-income students in urban areas); conduct "Expressions of Diversity Day" that highlights the spectrum of diversity in the Goucher community and includes an overnight visit to match prospective students with student hosts; provide financial assistance for travel and related expenses for visits by multicultural students during major admissions events; host regional "yield" events in locations that facilitate access to Goucher for students who may not otherwise be able to visit campus; and host numerous group visits for organizations that provide access to higher education for underprivileged high school audiences (e.g. Building Steps Inc., Baltimore).

Notre Dame of Maryland University has been highly successful in recruiting students of color. Thirty-four percent of the total student body and 52% of the Women's College are students of color, and an additional 3% are international students, representing 12 countries: Austria, Barbados, China, Côte D'Ivoire, Ecuador, Germany, Haiti, Italy, Japan, Korea, Poland, and Taiwan. The admissions staff of Notre Dame works with several programs to reach out to underrepresented populations. Outreach efforts include the creation of campus visit opportunities for *Upward Bound* programs; involvement in the volunteer organization, *College Summit*, which provides college access programs to underrepresented populations; participation in a recruiting event called *Alcanza*, which targets Hispanic youth in the region; attendance at fairs for the *Hispanic Youth Symposium* in the Baltimore City and County areas; and conducting college workshops for *My Sister's Circle*, a local mentoring program for young women of color in the Baltimore area. Notre Dame has also narrowed the achievement gap between students of color and the total student population. Achievement and graduation rates for students of color in the Women's College are comparable to that of all students.

In addition to visiting diverse high schools and participating in college fairs, Mount St. Mary's University invites students of color to campus. University representatives present information on college preparation, the application process, financial aid, high-school-to-college transition, and student support services available on campus. The Mount also hosts guidance counselors from diverse high schools for various events on campus to educate them so they, in turn, can better

serve their students. Due to these outreach efforts, the percentage of minority students in the newly recruited freshmen class stands at 33%.

A new recruitment strategy at Washington College involves hiring an additional staff member to serve the Baltimore area. Duties include conducting classroom presentations to high school students and collaborating with community-based organizations such as *CollegeBound* to reach out to underrepresented populations. The annual *Multicultural Student Overnight Program* is designed to introduce students to the social and cultural life at Washington College. Another strategy is the creation of the *College Corner* at the Kent County Recreation Center located in Wharton, Maryland. Admissions counselors and current Washington College students travel to the Center to answer questions from the community about the college application process and assist students in their search. The College has hosted a number of informational sessions with *Advancement Via Individual Determination* (AVID), *Upward Bound*, and community organizations to ensure students have access to postsecondary education. The College has also expanded its articulation agreements with Maryland community colleges to encourage transfer and pursuit of a baccalaureate degree.

Stevenson University created a new position of *Multicultural Recruitment Coordinator* to target underrepresented students. This position is designed to support diversity initiatives and develop relationships with Baltimore City Public Schools as well as surrounding counties. Stevenson actively recruits throughout the United States, Puerto Rico, and several foreign countries.

Three members of the admissions staff at Johns Hopkins University focus on multicultural recruitment. These positions support multicultural events, including a phone-a-thon and grass roots email campaign to admitted underrepresented students. In addition, the *Hopkins Overnight Multicultural Experience* (HOME) is an annual two-day recruitment event for culturally diverse prospective students. The high school students are hosted by JHU students and stay overnight in the residence halls. While on campus, the students attend classes and participate in social and cultural activities. The HOME program covers expenses including travel to and from the campus and all meals for the 119 participants from around the U.S. and Puerto Rico.

To ensure a diverse applicant pool, the various academic units at JHU develop strategies to identify and recruit underrepresented undergraduate and graduate students. The Carey Business School partners with Black and Hispanic associations to seek diverse students. In addition, the School reaches out to military and civilian personnel at Fort Meade who may be interested in pursuing a degree in business. This past year, representatives from the School of Nursing

participated in a national conference to learn best practices for the recruitment and retention of minority students. The *Diversity Summer Internship Program* is a joint partnership between the JHU Schools of Medicine, Nursing, and Public Health. The program sponsors undergraduate students to work on research projects in a JHU laboratory. Faculty mentors encourage the participants to pursue graduate studies after completing the baccalaureate degree. The *Diversity Student Ambassadors Program* of the Bloomberg School of Public Health connects prospective underrepresented minority students with current students to help build an inclusive campus community that values, nurtures, attracts, and retains students of diverse backgrounds and cultures. Student ambassadors host the prospective students, provide a guided campus tour, and escort them to campus events. Since 2012, the JHU School of Education has partnered with the *Institute for Recruitment of Teachers* to attract more high-quality applicants of color to the fields of teaching, counseling, and school administration. The School of Education also reaches out to Historically Black Colleges and Universities (HBCUs) to recruit students for its graduate programs. The targeted campaign to HBCUs includes recruitment posters, email, and advertising in the HBCU student profile book.

- **Targeted Financial Aid Programs**

Meeting the financial needs of admitted students is a major commitment for Maryland's private colleges. These institutions annually award more than $480 million to undergraduate and graduate students in institutional and private grants and scholarships. The majority of the financial aid is distributed based on need, including several programs targeted to students of color. MICUA schools provide roughly three times as much need-based grant aid to undergraduates as the State of Maryland and federal governments combined. Following are a few examples of grant and scholarship programs MICUA member institutions offer in support of diversity.

Twelve MICUA institutions belong to the *Independent College Fund of Maryland* (I-Fund), which was founded in 1953 to raise funds—principally from businesses and foundations—to support scholarships and grants for students enrolled at member colleges. Several years ago, the I-Fund established the *Urban Scholars Program* to provide financial assistance to Baltimore City students who demonstrate an interest in diversity. The program includes a $10,000 need-based scholarship, mentoring, skill-building workshops, networking, and internship opportunities for each of the four years of a student's college education.

The goal of the undergraduate financial aid program at Johns Hopkins University (JHU) is to meet the full need of all admitted students and reduce loan debt, particularly for low-income students. Established in 2005, the *Baltimore Scholars Program* provides full tuition for qualifying graduates of Baltimore City Public Schools and attracts an economically and racially diverse group of students. Another program at JHU—the *Hodson-Gilliam Success Scholarship*—provides grants in place of loans to allow low-income recipients to graduate debt-free. To honor Henrietta Lacks, the JHU School of Medicine created a scholarship awarded annually to an outstanding junior at Baltimore's Lawrence Dunbar High School who is interested in science or health. The scholarship provides up to $10,000 per year for four years of undergraduate study.

At JHU, the *Boggs Fellowship*, *Bromery Fellowship*, *Clare Boothe Luce Scholarship*, and *Graduate Diversity Fellows Program* all support graduate students of color with grants, scholarships, and fellowships. The *Donald M. Payne International Development Graduate Fellowship* is a need-based program available to members of minority groups who have been underrepresented in international development careers. The fellowship provides $20,000 per year and affords a unique pathway to the U.S. AID Foreign Service.

To recruit and retain doctoral students from diverse backgrounds, the JHU Whiting School of Engineering utilizes fellowships. For example, the School provides full-tuition fellowships to graduates of Morgan State University. Further, the School participates in the *National Consortium for Graduate Degrees for Minorities in Engineering and Science* and the *Vietnam Education Foundation* to attract diverse students to JHU doctoral programs.

The JHU Bloomberg School of Public Health maintains a database of funding from foundations, corporations, agencies, and organizations that are particularly applicable to underrepresented minority students. In addition, the School includes some students of color on training grants and helps them secure supplements to federal grants. The following are examples of scholarships in the public health field: the *C. Sylvia and Eddie C. Brown Community Health Scholarship* supports doctoral students committed to eliminating health disparities in Baltimore or other U.S. urban settings; the *Johnson and Johnson Community Health Care Scholars Program* provides funding for doctoral students to assist community health care organizations across the nation to build capacity and improve access to quality health care for medically underserved populations; and the *Alfred Sommer Scholars Program* targets students who have leadership skills to develop a network of public health leaders who make a difference in the world.

The *Educational Opportunity Program* (EOP) at Goucher College was created in 2006 to provide a quality education for academically talented, first-generation Maryland students from disadvantaged socio-economic backgrounds. In addition to receiving financial aid for four years, EOP scholars are supported in their academic pursuits. EOP students attend a four-week summer bridge program prior to their first semester and live on campus, participating in co-curricular activities. The summer bridge experience focuses on promoting academic success, college readiness, and social adaptation and introducing EOP scholars to the rigor and culture of college life.   During the academic year, EOP scholars participate in monthly personal development workshops, retreats, and regularly scheduled one-on-one sessions with program staff who monitor the students' academic progress throughout their time at Goucher. The EOP program has grown from five participants in its first year to 68 this past year. About 80% of the participants in the most recent cohort have graduated from the College.

In keeping with its mission, Notre Dame of Maryland University is committed to providing its students with professional counseling and guidance throughout the financial aid process. The University designates select endowed scholarships for students of color and international students. One full-tuition scholarship is awarded to a student from Syria, in recognition of the political unrest that has caused many Syrian women to discontinue their university studies.

Hood College provides generous, targeted financial aid packages for first-generation and low-income students, many of whom are students of color. For example, the *Hodson-Gilliam Diversity Scholarship* supports the College's values of diversity and inclusiveness. This scholarship is available to students of all ethnic backgrounds who demonstrate academic achievement and are committed to creating a diverse campus environment. Over 100 scholarships were awarded this year, up from 35 the previous year.

Mount St. Mary's University administers two scholarship programs aimed at increasing diversity on campus. The *Third Century Scholars* program is targeted to high-need, high-ability African-American and Hispanic students from the Washington, DC metropolitan area. In addition to financial aid, the program includes mentoring and social support. The *Native American Scholarship* was created in partnership with the St. Labré Indian School in Montana. The agreement allows St. Labré graduates to attend Mount St. Mary's with both institutions providing equal funds. Through a partnership with the Maryland Department of Juvenile Services, scholarship recipients in both programs volunteer at the nearby Victor Cullen Center, a treatment facility for troubled male teens.

Two scholarship programs at Loyola University Maryland are targeted to students of color. The first is the *Claver Scholarship*, which is awarded to entering freshmen who are African-American, Asian, or Hispanic and have demonstrated superior academic ability and achievement. The second is the *McGuire Scholars* program that assists non-exempt staff who are pursuing a college degree and will benefit from an extensive support system designed for working adult students. The initiative includes mentoring and counseling, study and test-taking skills, time management, computer training, and refresher courses in reading, writing, and mathematics. *McGuire Scholars* targets lower-wage employees, and a high percentage of African Americans, Hispanics, and Asians are enrolled in the program.

Sojourner-Douglass College offers the *Fannie Lou Hamer Scholarship,* which is specifically intended to assist public housing residents in Baltimore City in accessing higher education.

Awarding financial aid to Washington Adventist University students who have financial need is intended to encourage access and affordability. This model provides a generous financial aid package to needy students and increases student diversity. In the 2013-2014 academic year, 75% of all financial aid—including federal, state, and institutional funds—was distributed to students from underrepresented populations.

Stevenson University strives to provide adequate financial support to enable students to complete a college degree. One program sets aside funds to support two graduates of the Cristo Rey Jesuit high school network. There are 26 schools in the network serving low-income families in urban areas. In addition to institutional resources, Stevenson is fortunate to have several endowed annual scholarships—designated for minority, urban, first-generation, and nontraditional students—which assist in diversifying the campus. The *Abel Foundation* provides scholarships to economically disadvantaged minority students. The *France-Merrick Foundation Scholarship Fund's* selection criteria includes minority student status. The *Gary A. and Joan O. Pyne Endowed Scholarship in Business* provides financial support to urban youth, preferably from Baltimore City. The *Isadore and Bertha Gudelsky Family Foundation Scholarship* is awarded to students of color. Since 2007, the *E.C. Wareheim Foundation* has provided $10,000 annually to contribute to the tuition cost for a deserving student with financial need. The *Kiwanis Club of Loch Raven* has offered awards to women returning to school after a long break. The *George I. Alden Scholarship Trust* offers special consideration to non-traditional students. The *Joseph S. Keelty Endowed Nursing Scholarship Fund* gives special consideration to non-traditional students and is geared toward older or male nursing students.

St. John's College is committed to administering a financial aid program that rewards academic merit and recognizes demonstrated financial need. Funding comes from private donations and institutional resources. For example, the Hodson Trust provides need-based financial aid to minority students attending St. John's.

- **Student Support Services**

Thanks to the success of student support services, including orientation programs, academic support, and mentoring, more than half of the MICUA schools have eliminated the achievement gap between underrepresented minority students and the total population. When underrepresented minority students attain retention and graduation rates comparable to all students enrolled at the institution, it is known as "closing the gap."

While some are voluntary and others mandatory, nearly all MICUA colleges and universities offer student orientation programs or first-year seminars. Ice breakers and residence life activities designed to encourage discussions about diversity, inclusiveness, and tolerance may all be included in pre-college orientation programs for MICUA students prior to the orientation session. A book is frequently assigned to read, and students discuss their individual reactions to the readings. Often the book selection invokes a wide range of opinions and involves a controversial topic. These programs are designed to ease the transition of students from high school to college and foster success. In order to develop cultural fluency and increase appreciation of cross-cultural differences, students participate in readings, class discussions, and projects that explore diverse cultures. Seminar faculty closely monitor first-semester performance as well. Schools identify students who need additional academic support to successfully complete college courses and provide them with tutoring and study skills assistance.

During orientation at Hood College, all incoming students participate in small-group discussions of diversity awareness. The sessions, called *Harmony at Hood*, are facilitated by Hood faculty, staff, and a student leader. Experiential activities help students examine their cultures, values, beliefs, and behaviors in order to understand, appreciate, and work together productively despite cultural differences. The *Buddy Program* at Hood pairs new students of color with upperclassmen from a similar background. This program contributes to the environment of support—both academically and socially—for underrepresented ethnic groups. Intentional strategies are developed to reach these students at key times throughout the year, such as mid-semester breaks, pre-exam periods, and the end of each semester. In addition, Hood provides opportunities for students of color to make connections with the greater Frederick community

through special programs. New international students are assigned a local host family to assist students in easing the transition from their home country to American culture.

Loyola University Maryland created *Messina,* a living-learning initiative, to introduce first-year students to interdisciplinary learning in the classroom, outside the classroom, and in residential communities. Students participate in weekly seminar-style classes of about 16 students in the fall and spring semesters of the student's first year. In addition, they are connected to a support network that challenges them to think critically, discover their talents, and find ways to connect their passions and gifts to the needs of their campus and local and global communities. The program embraces diversity of thought and creates opportunities for reflection and discernment. Loyola also designed *Ignatius Scholars Program* to assist in the academic and social transition of 30 first-year students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds. These individuals participate in a five-day pre-orientation program that includes academic presentations, field trips, and social activities.

Connections—the first-year seminar at Goucher College—contains a strong emphasis on identity and diversity. After receiving training, peer facilitators lead small groups of first-year students through a group activity such as the *Diversity Circle* or the *Privilege Walk*. The purpose of the activity is to expose freshmen to the differences within their group and build an understanding of the role privilege and oppression may play in their lives and those of their classmates. First-year students also watch a documentary entitled *Color Blind: Rethinking Race* and participate in follow-up discussions.

Maryland Institute College of Art (MICA) provides a mandatory diversity session during orientation for all new and transfer students. A nationally known speaker on diversity issues conducts the session and engages students in activities and discussion to foster effective change in the lives of the participants. Orientation includes community service work throughout Baltimore as part of the *Urban Plunge* activity, including a discussion after the event that touches on important topics related to diversity. All residential advisors, orientation leaders, and program managers at MICA participate in diversity workshops to increase cultural awareness and sensitivity. All group leaders are required to create a community that is safe for members of all cultures and diverse backgrounds.

McDaniel College's first-year student orientation includes a diversity-related keynote speaker, followed by conversations about the many facets of diversity led by the Director of Diversity and Multicultural Affairs. International students arrive early for a special pre-orientation session

designed to better prepare them to adapt to American culture, meet new students, and engage in McDaniel's academic and extracurricular activities.

The *New Student Orientation Program* at Notre Dame of Maryland University introduces students to campus and academic life. All Notre Dame undergraduates in the Women's College and College of Adult Undergraduate Studies are required to participate. The four-day orientation for the Women's College provides information about University resources and policies; includes opportunities for new students to interact with one another; helps students acclimate to campus life and make meaningful connections with other students, faculty, and staff; and incorporates discussions and activities about diversity. The University's commitment to service begins during orientation when all first-year students are involved in a service project at the *Samaritan Women Center* in Baltimore. Participation in this activity includes time for reflection and discussion of issues of privilege and oppression. Notre Dame's incoming international students who are enrolled in the Women's College also participate in a three-day orientation program that includes cultural transition issues, academic adjustment, campus climate, policies and procedures, relationship building, and getting acquainted with the Baltimore area.

The *Student Success Committee* at Notre Dame is a university-wide, cross-departmental network of campus faculty and administrators who meet regularly—to review, discuss, and provide appropriate resources to students in need—and are responsible for facilitating student development and academic success. Students are identified through multiple sources and assigned to a staff member who works with them one-on-one, ensuring all students are connected to appropriate support systems. Committee members assist students who need academic, social, or other resources to support them through graduation and help them develop effective strategies and behaviors to succeed, whether they are entering students or pursuing graduate or professional study.

Launched in 2010, Notre Dame's *Trailblazer Scholars Program* is a high-impact intervention program for all first-generation students enrolled in the Women's College. A recent grant from the Maryland Higher Education Commission helped expand the program, which now totals more than 100 students. The program includes college success skills training, academic support systems, big sister-little sister mentoring, incentives for experiential education, research opportunities for juniors, a parents' academy, social interaction with peers and faculty, career exploration, resume writing, networking, and financial planning. The first class of *Trailblazer Scholars* graduated in May 2014.

The *First-year Experience* course at Stevenson University prepares students for the academic life on campus, including intercultural development. The University's Office of Academic Support Services maintains close contact with first-year students, reminding them of important dates, offering encouragement, and providing guidance as needed. The *Partnerships and Student Success* (PASS) program offers faculty and staff the opportunity to mentor incoming freshmen. The retention rate for the most recent cohort of PASS students was 96%, compared to 93% for all freshmen. The *First Generation College Student Initiative* (FGCS) provides additional support to students with a parent who did not complete a two-year or four-year degree at a college or university. The students come from diverse backgrounds and bring diverse experiences to the University. Through the FGCS Peer Mentoring program, upper-class students at Stevenson University assist first-year students in their academic and social integration into campus life. This includes individual mentoring, small group discussions, study sessions, social gatherings, and connecting students with the appropriate campus resources.

Each year, freshmen at Johns Hopkins University (JHU) are asked to read a book prior to arrival on campus. During orientation, a series of discussions and activities revolve around the book. This year's choice, *The Other Wes Moore*, is a true account of two men with the same name from the same city. One of the men—a graduate of JHU who wrote the book—ended up a White House fellow, while the other man is serving a life sentence in prison. Freshmen wrote essays responding to prompts from the book. The book's author visited JHU during orientation and interacted with the newly arrived students.

For over 20 years, the *Mentoring Assistance Peer Program* (MAPP) at JHU has been a premier first-year freshmen mentoring program that has served thousands of underrepresented JHU students. The program assists underrepresented students with academic excellence, career development, social connectivity, cultural exploration, and community involvement. Each freshman who participates in the program is assigned an upper-class mentor who provides continual support and programmatic opportunities. MAPP mentors are selected and trained to support students dealing with many first-year experiences that shape the most formative year in college. Approximately 100 freshmen and 35-40 upper-class student mentors participate in this program each year. Roughly 50% of the mentors return to the program and about 35% of mentees become mentors.

At Washington Adventist University (WAU), the *First-year Experience* assists students with the transition to college and includes a ropes course that enhances group cohesion. During orientation, all freshmen take part in activities in Washington, D.C. For example, students visit a

museum or historic site and create an exhibit of their findings. All WAU orientation leaders and peer mentors are trained to work with diverse groups to support academic and social development throughout the first year of college.

All new students at Sojourner-Douglass College participate in an orientation session to learn about the College's mission, academic programs, and support services available to assist in the acclimation to college life and achieving academic success. For example, the *Wellness Center* at the College provides support and counseling to students to improve retention and foster an encouraging environment.

Stevenson University's *Male Initiative Leadership and Excellence Program* supports and increases student retention and academic achievement. This program has been a major contributor to the success of male students. As part of the program, students had the opportunity to participate in the fall 2013 *Leadership Awareness Workshop* at Indiana University of Pennsylvania's Multicultural Awareness conference. They also began a partnership with the *Boys Hope Girls Hope* program and are developing a leadership training and mentorship program with the organization. During spring break, these young men volunteered more than 30 hours with the *Maryland Food Bank* and *Chesapeake Therapeutic Center*.

Another Stevenson resource program is the *Retention, Education, and Diversity Initiative* (REDI), begun three years ago by the Nursing department. Funded by a grant from the Health Resources and Services Administration, this intensive program is designed to promote academic success through professional mentoring, tutoring, peer support, and financial aid for diverse nursing students. Outside speakers who specialize in cultural awareness also address the group and provide strategies for retention and success. Members of the REDI team attend professional development conferences and workshops to gain knowledge and insight into cultural diversity topics.

To promote academic success, Mount St. Mary's University established an at-risk committee composed of representatives from every professional segment of the community (academic affairs, residence life, public safety, campus ministry, the Center for Student Diversity, and Learning Services). This group meets regularly to review and discuss students who have been identified as at-risk students by professors or other University staff members. Every student is assigned a contact who offers resources and help where needed.

Capitol College is a member institution in the *Maryland Elite Research and Training Program* (MERIT), which is funded through NASA. A coalition of institutions from the Maryland Space Grant Consortium created MERIT to increase undergraduate retention in STEM education. The program focuses on retaining students historically underrepresented in STEM fields, particularly women and minorities.

- **Student Leadership**

Students of color are well represented in key leadership positions on MICUA colleges and universities. Leadership training helps students be successful in these roles. At most institutions, this training includes leadership skills for diverse populations, provides strategies to create an inclusive campus community, and addresses the challenges of underrepresented minorities attending predominantly white institutions. Examples follow of some particularly effective leadership programs.

The Baltimore Collegetown Network operates the *LeaderShape Program,* a service-oriented leadership-development program connecting college students with community organizations in Baltimore. A diverse group of participants learns new skills and attitudes through a series of team-building exercises. Several MICUA member institutions participate in the *LeaderShape Program* and other Collegetown initiatives.

At Goucher College, the *Student Leaders for Civic Action* program provides a unique leadership opportunity for upperclassmen interested in becoming a volunteer leader with a service program. This leadership program includes weekly support and ongoing education focused around social responsibility, ethics, and social justice. The on-campus cohort receives intensive training on best-practice campus-community partnerships, standards of practice, and reflection. These student leaders serve as Student Directors at the weekly volunteer sites around Baltimore. Several of Goucher's annual student leadership awards recognize students who work to combat prejudice, promote understanding among people of different backgrounds and ethnicities, and uphold Goucher's community principles. For example, the *Kente Cloth Ceremony* for graduating seniors celebrates the accomplishments of the College's multicultural students.

Students of color are involved in all aspects of campus life at McDaniel College and are leaders in student government, organizations, and student-led clubs. The College helps students develop leadership skills through training and mentoring. At the College's multicultural events, student leaders introduce guest speakers, lead workshops and discussions, and serve on panels to share

their experiences. This past year, several black male students created *Brothers Elite* to nurture young men and encourage achievement of academic and professional goals. In addition, four McDaniel students participated in the *African American Student Leadership Experience* in Washington, D.C. in January 2014. Graduating seniors who led multicultural student organizations and developed diversity-related initiatives were recognized at the *Multicultural Leaders Banquet* and given stoles to celebrate their accomplishments.

Maryland Institute College of Art (MICA) created *iLEAD* to promote leadership opportunities in campus clubs and organizations. This year, 45 applicants to *iLEAD* were minority students. Twenty students were selected—the majority of whom were students of color—to serve in leadership roles in student organizations and as paraprofessionals in various offices on campus. At the end of the year, several of these student leaders were recognized with key leadership awards for their programming excellence and commitment to diversity.

At Capitol College, students of color have an opportunity for leadership roles in the various clubs and cultural affinity groups. In addition, underrepresented students serve on the *Student Leaders Advisory Board*.

Mount St. Mary's University strives to encourage leadership in all students and offers numerous opportunities for leadership development. For example, the Mount created a pre-orientation program called *UNITY* to provide experiential learning opportunities for students to dialogue about diversity and leadership. In a course called *Diversity and Leadership,* students explore their own cultural identity, values, and beliefs; develop a personal and theoretical understanding of diversity; and acquire the skills necessary for successful intercultural communication and effective leadership in a diverse global society. Participants also acquire an increased awareness and respect for the beliefs, practices, and norms of others; an appreciation for the richness and value of diversity in our society; and the knowledge and skills to support a lifetime of continued growth in intercultural competence and effective leadership.

Significant resources are allocated at Johns Hopkins University (JHU) to support cultural affinity groups. In the School of Medicine, for example, students of color are well-represented on the *JHU Medical Student Senate*, which creates and evaluates School of Medicine policies and curriculum changes. In addition, JHU provides travel support to students to allow participation in national meetings and encourages students to seek local, state, and national offices of organizations in the medical field. The *Black Student Union* (BSU) at the Peabody Institute establishes a network and support system for Peabody's African-American student body. The

organization raises awareness about African Americans in the arts and engages with community groups, such as the *Baltimore Urban League*. The BSU members participate in music workshops and programs within the black communities of Baltimore, as well as the annual LINKS concert.

Students of color are involved in leadership positions in various clubs and organizations at Stevenson University. The Student Activities Office hosts mandatory *LeaderStang* retreats where student leaders are mentored by an advisor and learn strategies to lead, plan events, manage budgets, and reflect on the personal and collective direction of the group. Diversity activities are included in the retreats. This year, student leaders took part in a game called *Keep It Real*. The participants gained a greater knowledge and understanding of each other's diverse backgrounds. The experience exposed them to different perspectives by engaging in real conversations and supporting one another in a safe and open environment. Since then, the game has been played by more than 200 students across the campus.

Washington Adventist University (WAU) is an extremely diverse institution, and its student leaders reflect that diversity. WAU encourages students to build on their leadership potential by providing multiple opportunities in small groups, larger clubs, student government, and the various committees that govern the University. The annual *Student Leadership Retreat* enhances leadership skills for all participants.

Students must apply, interview, and be trained for leadership roles at Loyola University Maryland. The training takes place through a monthly leadership roundtable. In addition to cultural affinity groups, students of color have significant representation among peer mentors, resident assistants, and student government. Each year, the *Night of Stars* at Loyola recognizes the achievements and leadership of underrepresented students.

Because of Notre Dame of Maryland University's high percentage of students of color, they are highly visible in key leadership positions on campus, such as community assistants, new student orientation leaders, student government officers, and student representatives on University's governing board. Students of color also are represented in cultural identity groups, honor societies, professional organizations, and campus ministry. Notre Dame recognizes student leaders through numerous awards that combine scholarship, leadership, and service.

Washington College encourages students of color to serve in student government, Greek life, and other campus organizations, as well as resident assistants, peer mentors, and student-athlete

mentors. A leadership and planning retreat is held at the beginning of each semester for the cultural organizations on campus. The College also sponsors a leadership conference and awards ceremony to recognize student leaders and organizations that embrace diversity.

At Hood College, students of color are involved in leadership roles in nearly all of the student clubs and organizations on campus, including cultural affinity groups, honor societies, service organizations, gospel ensembles, social organizations, and athletics. Current and prospective student leaders participate in leadership training that is offered twice per academic year. The College annually supports the attendance of students at regional and national leadership conferences. The annual *AHANA-I* (African American, Hispanic, Asian, Native American, and International) awards program recognizes multicultural students who have distinguished themselves through scholarship, leadership, community service, and promotion of a multicultural environment. The *Justice Thurgood Marshall Award* is given to a student leader whose overall contributions significantly impact the campus climate in promoting respect and appreciation for civil rights, equality, and diversity.

St. John's College encourages student participation in campus leadership. Many students of varied backgrounds are members of the *Student Committee on Instruction* and are awarded positions as assistants in various academic disciplines.

Students attending Sojourner-Douglass College are provided with a range of opportunities to develop and expand their leadership experiences and skills. Examples include student government, clubs, community-based organizations, and the College's governing board.

- **Diverse Faculty and Administrators—Recruitment, Professional Development, and Retention**

Increasing diversity among faculty and administrators is a prime objective for MICUA colleges and universities. To reach a wide pool of prospective applicants, job searches are consciously designed to be inclusive. Online publications with wide circulation among underrepresented groups—such as *Diverse Issues in Higher Education*, *Hispanic Outlook, Journal of Blacks in Higher Education,* and *Women in Higher Education—*are selected for advertising, in addition to social media sites and print publications. To recruit diverse applicants, campuses also use professional networks and professional associations specific to certain disciplines, such as the *National Consortium for Graduate Degrees for Minorities in Engineering and Science* or the *National Black Nurses Association*. Finally, historically black and minority-serving institutions

are visited by institutional representatives to recruit graduate students who may be interested in faculty and administrator positions. Nine percent of all MICUA faculty are minorities who have been historically underrepresented in higher education, based on the most recent IPEDS data.

Many professional development opportunities are offered to minority faculty and staff who are encouraged to seek leadership positions. Outside organizations—such as Leadership Maryland and other leadership institutes for higher education professionals—may offer training, or it is provided by the college. Furthermore, all new faculty are mentored by senior faculty of similar backgrounds at most colleges and universities.

One such opportunity is *Building Bridges Across Maryland*—a collaborative leadership-development program supported by six Baltimore colleges. Participating institutions include four MICUA members—Goucher College, Loyola University Maryland, Maryland Institute College of Art, and Notre Dame of Maryland University—along with two public universities—Towson University and University of Baltimore. Designed for administrative support staff, the program fosters collaboration and idea sharing among a diverse group of participants. The two groups in the program—administrative support staff and front-line supervisors—are each comprised of a cohort of five individuals from the six institutions. Participants attend six sessions, one held at each participating institution. A kickoff session brings participants and their supervisors together to learn what is expected to complete the program and get to know one another. After the final session, participants—along with their supervisors—attend a formal graduation where they receive a certificate of completion. To date, six cohorts have completed the Administrative Support Staff program, and three cohorts graduated from the Supervisor program.

McDaniel College strives to employ a diverse faculty and those who support diversity. Efforts are made to ensure diverse applicant pools and fair search processes. All new faculty members—including those from diverse backgrounds—are mentored by a faculty member from another department. They attend a series of workshops and discussions to promote familiarity with the institution, its policies, and procedures, and to provide opportunities for community-building and collegial interaction. Mentoring and professional development also takes place for administrators. The College encourages the advancement of persons of color to leadership positions in its administration. For example, a new administrator position was created to oversee intercultural programs and professional development opportunities for faculty and staff of color, and an internal candidate was promoted to this role. In addition, the College supports the attendance at professional conferences by administrators of color. Finally, McDaniel's Board of

Trustees has made diversity a priority, and three of five new Board members are underrepresented minorities.

Part-time faculty members have been hired in several departments at Maryland Institute College of Art (MICA) to bring a balance of diversity. Campus diversity is also enhanced by visiting artists-in-residence who teach classes, offer seminars and workshops, and critique the capstone projects of graduating seniors. The faculty *Cultural Expansion Committee* (CEC) is tasked with fostering a diverse, creative, and inclusive environment for the entire MICA community. The CEC facilitates academic projects, cross-departmental cooperation, and extracurricular programming to encourage and support new ideas and perspectives. In addition, MICA provides a *Leadership Development Program* for mid-level managers who are interested in advancing at the College.

The faculty hiring program at Loyola University Maryland is based on best practices to recruit and hire from a richly diverse pool of applicants. Specifically, the search process is modeled on a book by Joann Moody, *Faculty Diversity: Removing the Barriers*. Loyola also instituted a leadership development program to promote persons of color to administrative roles, including a manual for how to effectively recruit diverse staff. One example of successful implementation is in the Division of Student Development, where the percentage of persons of color has increased to 30%.

A new recruitment plan at Mount St. Mary's University has been designed to systematically increase the hiring of diverse faculty through an organized and systematic approach. With the active involvement of the Deans in the plan, the Mount has been able to increase the diversity of its faculty. A rigorous retention plan is being developed concurrently.

Stevenson University remains diligent in its efforts to recruit a diverse faculty and staff. Open positions are advertised widely to diverse networks and employment listings. The University offers training to support cultural diversity among faculty and administrators. For the past two years, a series of workshops—the *Diversity Series*—have been held to increase cultural awareness. In addition, the *Stevenson Way* is an initiative that promotes a sense of community, which is closely aligned with diversity and includes collaboration, reaching beyond comfort zones, heightening diversity, and respecting the views of others. University leaders are accountable for modeling these values.

Goucher College strives to ensure a diverse pool of qualified applicants for all faculty and administrator positions and will broaden the search if the candidate pool lacks diversity. In its efforts to make the recruitment process more transparent, Goucher utilizes applicant-tracking forms for all openings. In addition, Goucher employees offer referrals of colleagues in academe who may be seeking employment. All new faculty participate in a year-long professional development program, which introduces them to other faculty and academic support offices, assists with campus acclimation, provides opportunities to discuss classroom and pedagogical challenges, and shares information about the promotion and tenure process. Simultaneously, a mentoring program pairs each new faculty member with a senior faculty member from a similar background. The mentors and mentees meet formally and informally throughout the year. Finally, the Office of Human Resources conducts exit interviews to determine why employees leave the College and what can be done to improve experiences for future employees.

Washington College seeks to attract and support outstanding and diverse faculty and staff who value teaching, research, and innovation that connects the College's physical, historical, and cultural context to the liberal education of its students. To accomplish this, the College is developing an advertising and recruitment protocol to attract a more diverse pool of candidates. One successful strategy is to expand position descriptions and advertising to require candidates to have an understanding of cultural diversity or area studies. Another strategy is to bolster interdisciplinary majors and minors, such as international studies, gender studies, and Black studies. Advertising administrative positions through diverse professional organizations, journals, and search firms has resulted in the hiring of three senior leaders who are from historically underrepresented populations. The College is providing resources for mentoring and professional development opportunities for its new leaders.

Hood College actively recruits people of color for faculty and administrator positions. In addition to recruitment announcements in diverse print and online publications, Hood welcomes peer nominations from current faculty and staff. Search committees are informed of the College's commitment to diversity beyond what is traditionally included in job announcements. The College has worked diligently to create an open and accepting climate of support for faculty and administrators from racial and ethnic minority groups.

A priority for Notre Dame of Maryland University is to create a campus community that is welcoming, inclusive, and diverse. This includes the hiring of diverse faculty and administrators. A committee has been created to address diversity issues and design programs that support inclusion. Faculty members are also developing interfaith religious support. New

faculty are mentored by peers from within the department during the first year of service. They also participate with new administrators in monthly mission orientation seminars designed to increase cultural awareness and build inclusive communities. In addition, Notre Dame encourages faculty and staff who aspire to leadership roles and provides opportunities for training to facilitate promotion. One example is the *Council of Independent Colleges Senior Leadership Academy*, designed to encourage mid-level administrators to apply successfully for vice presidential positions.

The senior leadership at Washington Adventist University (WAU) is reflective of the diversity of its students. The pool of applicants for all faculty and administrative positions is extremely diverse, the University actively promotes persons of color into administrative positions, and WAU provides training and leadership development resources to ensure success. In addition, WAU seeks to sustain a learning community that embraces diversity and accepts everyone's unique contributions.

Each division at Johns Hopkins University (JHU) has developed creative strategies for recruiting and retaining faculty and administrators from underrepresented groups. Outreach efforts include advertisements in publications and websites with minority representation, military guides, social media outlets, and leadership development programs for minorities. The Carey Business School has worked diligently to increase minority hires, and those efforts have been successful. Of the 17 faculty position filled during the past year, eight are faculty of color and four are women. The School of Education utilizes numerous recruiting strategies to attract diverse candidates for faculty and administrator positions. Among its promotion-track faculty, nearly 60% are women, and 11% are faculty of color. Similarly, more than 60% of the School's executive leadership positions are held by women, and 30% are identified as underrepresented minorities. The most successful strategy of the School of Nursing has been one-on-one contact with potential faculty candidates. This very targeted approach has produced three additional faculty of color this year. The Krieger School of Arts and Sciences created a "bank" of matching funds to assist departments in recruiting and hiring women and underrepresented minority faculty in science, particularly in fields that have strong representation of African-American and Latino PhDs. A major impediment to recruiting top women faculty candidates is the lack of on-campus daycare. The Krieger School of Arts and Sciences joined with the Whiting School of Engineering to build a daycare center on campus.

The JHU Bloomberg School of Public Health routinely engages in a variety of activities and strategies to improve the recruitment and retention of underrepresented minority faculty at both

junior and senior faculty ranks. The School tracks the number of women and minority candidates who are finalists for faculty positions, as well as the number of women and minorities hired for these positions. If one or both of the top two candidates for a faculty position are underrepresented minorities, both candidates may be recruited. The School also conducts an annual salary analysis using methods developed by the Department of Biostatistics. Its purpose is to identify significant differences between minority/female faculty and white/male counterparts with similar rank, years in rank, training, and other demographic factors. In addition to the annual cross-sectional analysis, a longitudinal database of salaries has been constructed to examine salary patterns over time by gender and ethnicity.

Recruitment of faculty in the JHU School of Medicine is an ongoing effort. Faculty and leadership searches follow policies that establish the level of excellence, ethical practices, and diversity. Search committees must be diverse and avoid unconscious bias. Vacancies are advertised in nontraditional networks (e.g., historically black and Hispanic colleges and universities) to identify and increase a diverse pool of potential applicants. To increase retention, the School offers professional development opportunities throughout the year for early-career underrepresented minority faculty. Some activities include an annual luncheon, receptions, roundtable discussion groups, and a visiting minority professorship.

JHU's Applied Physics Laboratory (APL) recruits a diverse staff at career fairs and conferences of various professional organizations, such as the National Society of Black Engineers, Society of Professional Hispanic Engineers, and Society of Women Engineers. In addition, APL offers many options for employees who wish to develop supervisory/management skills through its *Leadership and Management Development Program*. Included are leadership development programs, coaching seminars, and diversity awareness training for supervisors.

- **Evaluation and Measuring Success**

Cultural diversity programs and practices may be accurately evaluated in several ways. The National Survey of Student Engagement (NSSE)—which assesses student experiences with diverse populations—is used by many MICUA institutions. Furthermore, colleges may add a series of questions specific to the individual campus and utilize the NSSE data to develop goals and action plans for the institution. Several schools—including Goucher College, McDaniel College, Mount St. Mary's University, Notre Dame of Maryland University, and Washington College—reported that they value the NSSE feedback in determining the diversity climate on

campus. Finally, elements of cultural diversity are incorporated in to the surveys most colleges conduct of entering freshmen and graduating seniors.

McDaniel College assesses its performance in promoting cultural diversity in a variety of ways. For each diversity-related program, an evaluation is sent to all participants. The evaluation responses are used to assess how well the program met its objectives, what diversity-related topics students want to learn more about, and what diversity issues exist on campus. McDaniel has partnered with the *Higher Education Research Institute* (HERI) to assess student learning related to diversity. The *Diverse Learning Environments* (DLE) survey is based on research that shows optimizing diversity in the learning environment enhances students' habits of mind for lifelong learning, competencies, and skills for living in a diverse society, and improves student retention and success. The DLE captures student perceptions regarding the institutional climate; campus practices as experienced with faculty, staff, and peers; and student learning outcomes. By distributing this survey every other year, McDaniel College can assess its progress in promoting cultural diversity and see comparisons with similar colleges across the nation.

The institutional effectiveness assessments at Loyola University Maryland measure recruitment, enrollment, and retention of its students. Fulfillment of the diversity learning aim requires that students demonstrate an intellectual understanding of difference. The diversity aim is assessed in the same manner as all other learning aims, using a process that includes critical thinking. In 2014, Loyola examined its test-optional policy and found that the policy is meeting the intended goals of promoting diversity and sustaining academically strong classes.

Hood College promotes cultural diversity through academic and extracurricular programs, events, and activities. Objectives and strategies are aligned with the diversity mission of the College. Academic programs are assessed relative to the core competencies expected of students. Following campus events and activities, Hood seeks feedback from students, faculty, and staff. Evaluation tools include the number of participants who attend an event, as well as the number of students who ask questions during a discussion or request to meet with a guest speaker, artist, or performer following a presentation. This information is used to evaluate the success of particular types of activities and helps with future programming.

The annual report of Maryland Institute College of Art (MICA) describes events that took place over the academic year, including those promoting and celebrating cultural diversity. Informal surveys of students and staff assess diversity needs on campus and suggest programs and activities they would like to have at MICA. The College conducts an exit survey with both

undergraduate and graduate students completing degree programs. Questions about diversity on campus are incorporated into the survey. Data is reviewed and trend data is analyzed to ensure that the College addresses issues related to the experiences of students of color.

Since cultural diversity is a key component of Goucher College's strategic plan, the College conducts regular comprehensive audits of the plan's progress. In addition, Goucher closely monitors the retention and graduation rates of each racial and ethnic student group.

Cultural diversity imperatives are included in the strategic plan of Washington Adventist University (WAU). Therefore, WAU's ongoing institutional effectiveness practices require as assessment of the progress and completion of these imperatives and actions twice annually. University leaders are held responsible for the imperatives by the annual performance evaluation process.

Washington College collects information from around campus to assess its campus diversity initiatives. Information included in the report includes attendance at cultural events and feedback from participants. Also included is data on how many diversity courses are offered, which academic programs focus on cultural diversity, and details about student organizations that include diversity in programming and activities.

The *Annual Diversity Plan* at Johns Hopkins University contains quantitative and qualitative data to measure progress made in reaching the University's goals for increasing the diversity of students, faculty, and staff. JHU tracks data on admissions, retention, and graduation rates, to ensure progress on indices of cultural diversity (racial, ethnic, socio-economic, and gender) for the student body. Student surveys assess the campus climate for students of color, and the University follows trends over time. Similarly, hiring data and turnover analyses are analyzed and tracked to assist with future recruitment of faculty and staff. In addition, accreditation standards for JHU's professional schools (Education, Medicine, and Nursing) include metrics related to diversity and cultural competence.

WISH LIST

The MICUA member institutions identified several program enhancements and new initiatives that would expand their cultural diversity efforts if resources were available to implement these activities. For example, Goucher College would like to collect additional demographic and trend data; expand efforts to recruit diverse faculty, staff, and students; and increase its capacity, expertise, and training on diversity issues. Loyola University Maryland would expand its mentoring program for students of color and add a component for graduate students. Loyola received a grant to establish the *Ignatius Scholars Program* to enhance the success of first-generation students and would like additional funds to make it permanent.

Additional resources would assist Notre Dame of Maryland University in creating a multicultural education center or office of diversity to enhance services on campus. The University would also like to develop cultural competency and diversity education training for all faculty, staff, and students; create a *Diversity Speaker Series*; expand cultural heritage month programs; and incorporate additional diversity training into existing student leadership training programs.

Maryland Institute College of Art (MICA) would like to fund a *Diversity Speaker Series* with artists from diverse backgrounds, sponsor retreats on social justice and women's leadership, and purchase *Going Global* software to support international employment opportunities for MICA students.

With additional resources, McDaniel College would offer a summer bridge program to provide academic support for students who show promise, but are academically underprepared. Such a program would serve students of color and economically disadvantaged students and would improve academic success. Similarly, Washington College would like to launch a bridge program for first-year and transfer students. The program would assist with the recruitment of students from historically underrepresented populations and increase the persistence rates for these students.

Mount St. Mary's University is seeking to expand its *Third Century Scholars* program, which provides financial and academic support to talented low-income students. If resources were available, the Mount would expand recruitment efforts, increase the amount and number of scholarships awarded, and create a pipeline for middle school students to begin preparing for college. In addition, the University would like to sponsor a cultural/social justice trip to

Memphis, Tennessee, to research the civil rights movement, conduct a community service project, and make a presentation about the experience when they return to campus.

Hood College would like to institute the Tunnel of Oppression that is used on several campuses. This activity involves an immersion journey through twelve forms of oppression and has a high impact in educating individuals about the struggles faced by underrepresented populations. Additional resources would also be used to provide more training opportunities for faculty and staff to facilitate diversity workshops; support attendance at diversity conferences offered by multicultural organizations; implement a campus-based training series to increase cultural competency, awareness, and acceptance among students, faculty, and staff; and establish faculty exchanges with other institutions to add diversity to the campus.

Several new initiatives were suggested by Stevenson University, such as conducting a cultural diversity climate survey and assessment tool to measure cultural diversity on campus, hiring more diverse faculty and administrators to be representative of the study body, providing diversity training for search committee members, creating a *Multicultural Orientation* for incoming students of color, hiring a chief diversity officer to build diversity proficiencies throughout the institution, and developing an active *Diversity Council* with objectives and goals.

At Johns Hopkins University (JHU), additional resources would be used to increase scholarship support for students of color and first-generation students; expand student support services, such as JUMP and MOCHA; provide more support to student organizations, especially those related to cultural identity; bolster efforts to recruit a more diverse faculty; improve opportunities for upward mobility for mid-career and managerial positions; and enhance cultural competency training for administrators and staff. The School of Education would like to develop and implement educational programs designed to address key cultural issues impacting education today. The Peabody Institute would like to host a cultural harmony week, which would include speakers; an Oxfam hunger banquet; and the Human Race Machine, an interactive device that allows students to see what they would look like as different races. The Whiting School of Engineering would conduct a tailored academic orientation program to improve academic success at the University, particularly for undergraduates who may not have benefitted from a rigorous STEM curriculum in high school.

BEST PRACTICES

Legislation passed in 2008 charged MICUA with reporting best practices used by Maryland's independent colleges and universities to enhance cultural diversity. In the interests of building on successful policies and creating a blueprint for success, MICUA has identified the following best practices:

- **Improving the Campus Environment**

  (1) Inclusion of cultural diversity in the institution's mission statement and strategic plan serves as a constant reminder of the commitment of the institution to create an inclusive environment for students, faculty, and staff. Institutions seek to eliminate discrimination, foster positive relations between members of different racial and ethnic groups, and promote the ideals of social justice and equity. Phrases such as "build inclusive communities" and "promote social responsibility" are common in institutional mission statements. Strategic goals related to diversity positively impact enrollment, hiring practices, curriculum, and the community of learners. Cultural diversity must be a component of the general education rubric.

  (2) An office of diversity or a senior administrator responsible for diversity issues ensures that the institution's commitment to cultural diversity is implemented and a central consideration in a broad range of campus activities.

  (3) Campus publications and classroom presentations reflect diversity in photos and articles. In addition, displays of artwork in various locations on campus include works by diverse artists. Campuses can support this effort by creating a database of resources available to faculty, staff, and administrators.

  (4) Librarians ensure that the library holdings include diverse materials, and faculty ensure that instructional materials cover diverse populations and perspectives.

  (5) Colleges and universities sponsor cultural events throughout the year to recognize diverse populations. The cultural events may include film and book discussions; guest speakers from a broad range of backgrounds; visual art displays; music, theater, and dance productions; and food-tasting experiences that reflect various cultures. Effective events are planned in a collaborative manner by students, faculty, and staff.

- **Best Practices Related to Students**

  (6) Effective strategies to recruit diverse students include: hosting college fairs in geographic areas with diverse student populations, engaging high school guidance counselors to identify and recruit diverse students, and employing admissions counselors who are responsible for multicultural recruitment.

  (7) Partnerships with elementary and secondary schools with high minority enrollment are an excellent way to reach out to prospective students who may not be considering college attendance. Institutional representatives invite students to visit the campus and introduce prospective students to students of color who are successful at the institution.

  (8) Colleges and universities that embrace need-blind admissions policies and provide substantial need-based financial aid are more likely to attract students of color. Endowed scholarship funds—though not exclusively for minority students—may be targeted toward high-ability students of color. Such scholarships reduce the dependence on loans and make an independent college or university affordable even to low-income students. As a result of these efforts, the number of student applications increases and diversity improves.

  (9) Remove barriers that preclude low-income and first-generation students from considering college. Waive the application fee for underrepresented students, especially those who have participated in summer internships during high school. Provide scholarships or tuition waivers for academically talented and at-risk high school students who take college courses. Eliminate the requirement for SAT/ACT scores as part of the application process. By waiving fees, providing scholarships, and making standardized tests optional, institutions improve access and foster a welcoming environment.

  (10) The year-long freshman experience program helps students transition from high school to college. Guest speakers, book discussions, films, and other activities focus on issues of race, oppression, power, and privilege, and provide an opportunity for dialog about these issues. In small group settings, students share, explore, and learn about one another's cultural, religious, or ethnic similarities and differences. This is vital in fostering unity that remains throughout the college experience.

(11) Students who participate in orientation programs as freshmen often become mentors to future classes. This gives students an opportunity to give back to the institution and to assist new students, especially those from underrepresented groups, to make a successful transition to college life. Institutions recruit a diverse group of experienced students to serve as orientation leaders. These student leaders are able to have discussions around issues of cultural diversity, its relationship to the mission of the institution, and implications for working with students of diverse cultures.

(12) Summer bridge programs help students who have the ability to attain a college education, but require additional skills to succeed. These programs are also critical for students who are the first in their family to attend college. Students enhance their skills during the summer and eliminate the need for remedial or developmental courses once they matriculate in college.

(13) Institutions offer tutoring, mentoring, and support programs for beginning students, particularly those whose high school academic program did not adequately prepare them for college-level work. These services are particularly important in the areas of study skills, time management, and stress reduction. Diversity is an important consideration in assigning tutors and mentors.

(14) Grouping students together in a "family" (i.e., cohort) of individuals who mentor and support one another throughout their college experience is an effective practice. If one individual in the "family" falls behind in a course or program, the remaining members of the family assist to bring the family member back on track.

(15) The curriculum is infused with courses that address cultural diversity. Course content and delivery are sensitive to and promote diverse points of view and experiences among the students. Institutions ensure that textbooks include the global and cultural diversity issues appropriate to the topic of study. Institutions offer courses and majors in ethnic studies and encourage students to enroll in courses in non-western civilizations to learn the history, language, and customs of other cultures. Educational programs such as teaching and nursing embed community-based projects into the curriculum. These field experiences may be in schools or other settings that include disadvantaged children and/or adults.

(16) Colleges and universities include service learning as part of the curriculum. Community service projects offer students, faculty, and staff an opportunity to reach out to areas of the State that are underserved by providing services, such as after-school enrichment activities, tutoring, mentoring, English-language training, health care screening, home repairs, etc. Effective service-learning programs allow students to work alongside professionals to rebuild communities and learn about cultures of disenfranchised citizens. Community outreach efforts are designed to promote cross-cultural exchange and provide support for underrepresented ethnic groups. Participation in such activities helps broaden understanding of economic, social, and cultural issues. Students reflect on their experiences, which often have a profound impact on their lives and social consciousness.

(17) Institutions make a commitment to human rights for all citizens. Promoting social responsibility becomes an integral part of the educational experience. This goes beyond students and faculty on campus to the surrounding community and the world. Higher education has a responsibility to teach best practices—whether in health care for disadvantaged citizens or creating a sustainable environment—that students take with them throughout their lives.

(18) Study abroad programs that provide immersion in other cultures, customs, and languages are important for participating students and the campus at large. When students return to campus, the insights they gained help to enrich classroom discussions as they reflect upon their experiences in other countries. Study-abroad opportunities influence future leaders in a global learning community that promotes justice, health, sustainability, and peace.

(19) Leadership development is an important aspect of campus life. Institutions make certain that student leaders on campus represent a diverse population, and that students of color are nominated for leadership positions, including student government, club leaders, campus-wide committees, resident assistants, and new student orientation leaders. Leadership training helps students develop leadership potential and incorporates themes revolving around what it means to be a leader in a community of diverse populations.

(20) Institutions encourage all students to contribute ideas and articles to the student newspaper. This ensures that diverse viewpoints are reported.

(21) Student affairs professionals make certain that diversity is part of the residential life experience. This includes ensuring that a diverse pool of resident assistants is selected to interact with students in the residence halls. In addition, training for resident assistants includes matters related to cultural differences.

- **Best Practices Related to Faculty and Administrators**

(22) Diversity among faculty and administrators enhances the educational experiences of all students and enriches intellectual discourse among the faculty. Institutions recruiting for faculty and administrator positions target media outlets with diverse viewers. Efforts are made to ensure that the institution has not used language in an advertisement that would narrow the field of eligible applicants. Institutions participate in career fairs sponsored by minority associations, such as the *Association of Black Psychologists* or the *Society of Women Engineers*. These activities have been successful in helping institutions to increase minority hires.

(23) Some institutions have successfully used fellowships to attract faculty of color to campus. These institutions have fostered an environment of inclusion during the fellowship year, which has encouraged visiting faculty to remain on a permanent basis after the conclusion of the fellowship.

(24) Institutions foster ongoing collaborations with historically black colleges and universities and other minority-serving institutions to attract diverse students to graduate programs. These students may serve as college faculty upon completion of their graduate programs.

(25) Several institutions have worked collaboratively with similar institutions in the region to address the recruitment of diverse faculty. The consortium approach has been successful in expanding opportunities and improving the retention of faculty of color. This helps to increase representation of specific ethnic groups and create a critical mass, which is especially important for small and rural campuses.

(26) Institutions offer training seminars designed to enhance the ability of colleges and universities to hire diverse faculty. The strategies learned in the seminars have proven to be successful in increasing the percentage of faculty of color.

(27) Institutions offer professional development to diverse faculty and administrators. Such programs are designed to prepare educators for leadership at the next level.

(28) Effective faculty orientation includes information about issues impacting culturally diverse students. It is important that faculty understand cultural differences to create a supportive learning environment.

(29) Diversity awareness training for faculty, staff, and administrators helps create an inclusive working environment. Effective programs include components for coaching and mentoring that emphasize diversity-minded institutional leadership, supervision strategies, and policy development.

(30) Institutions may benefit by sponsoring local chapters of formal organizations of faculty and administrators who share a particular ethnic or gender identity, such as *Women in Science and Engineering* or the *Black Faculty and Staff Association*. Such groups advocate and provide a unifying voice for their members, offer networking and professional development opportunities, and serve as an information resource to the college or university administration. In addition, the organizations work to recruit colleagues into fields that have been historically underrepresented by women and minorities. The local chapters often host regional or national meetings of the association. These activities shine a positive spotlight on the cultural diversity within the participating institutions.

(31) Flexible scheduling options provide incentives especially for faculty and staff with young children. Some examples are job sharing, working at home, on-site child care, shift compression, and liberal make-up policies.

- **Assessment and Evaluation**

(32) An effective part of evaluation is measuring success. Institutions that are successful in closing the achievement gap in retention and graduation rates between minority and majority populations are more likely to attract students and faculty of color. In addition, institutions keep track of the number of students who participate in multicultural programs throughout the year.

(33) Surveys of first-year students and graduating seniors help colleges and universities evaluate their progress in promoting cultural diversity and identify areas in need of improvement.

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The Maryland Independent College and University Association (MICUA) is a member-driven organization devoted to serving the interests of independent higher education and supporting the work of campus leaders throughout the State. Established in 1971, the Association provides services to meet the needs of independent higher education and fosters cooperative efforts among its member institutions and all segments of higher education. As the voice of independent higher education in Maryland, MICUA seeks to inform the broader public about its member institutions and the vital importance of independent colleges and universities to the future of our State and nation.