



Report on Institutional Programs of Cultural Diversity

MSAR #8751

December 2016

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor



MHEC
MARYLAND HIGHER EDUCATION COMMISSION

Report on Institutional Programs of Cultural Diversity

Volume 1

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2016

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2016 Cultural Diversity Report

EXECUTIVE SUMMARY

In accordance with Maryland Education Article §11-406, each public postsecondary institution in Maryland is required to develop and implement a plan for cultural diversity. These plans must include a description of how the institution addresses cultural diversity among its student, faculty, and staff populations; how the institution plans to further enhance diversity; and a summary of resources needed to recruit and retain a culturally diverse student body. Each institution must submit an annual progress report to the Maryland Higher Education Commission (MHEC) regarding the implementation of its plan. MHEC reviews these progress reports to monitor compliance with diversity goals established in the State Plan for Higher Education. These progress reports are included in Volume II of this report. Of Maryland's 29 public colleges and universities, 28 are currently compliant with statute; one institution is currently noncompliant but is working towards compliance.

Goal 3 of the 2013 Maryland State Plan for Postsecondary Education, *Maryland Ready*, establishes a broad definition of cultural diversity, incorporating a wide range of socioeconomic factors and many different categories identifying populations underrepresented in higher education. Institutional plans address a number of these populations.

Institutions have developed a wide range of unique strategies to increase diversity on their campuses, and several common themes emerge. Recruitment of students from underserved populations has largely involved various forms of outreach to those populations to make them aware of postsecondary educational opportunities. Similarly, recruitment of faculty and staff has largely focused on increasing advertising in venues visible to many traditionally underrepresented individuals and outreach to institutions that serve them. Retention strategies have taken a two-pronged approach: providing additional support to underrepresented populations and creating an environment on campus that results in enhanced awareness of cultural diversity.

In accordance with the goals established in *Maryland Ready*, Maryland's colleges and universities have made a number of strides towards ensuring that diversity is valued and embraced as a fundamental priority in Maryland's postsecondary environment. Maryland colleges and universities continue to utilize and develop new and unique initiatives to enhance cultural diversity on their campuses.

INTRODUCTION

Maryland Education Article §11-406 requires that each public postsecondary institution develop and implement a plan for cultural diversity, including both an implementation strategy and a timeline for meeting goals established by the plan. Plans created in accordance with this statute must include:

- (i) A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- (ii) A description of how the institution plans to enhance cultural diversity, if improvement is needed;
- (iii) A 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; and
- (iv) A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

These plans are submitted annually to the institution's governing board for approval. Each governing board submits a progress report each year to the Maryland Higher Education Commission (MHEC) detailing the institution's implementation of its diversity plan. By statute, MHEC is the State agency responsible for monitoring compliance with the diversity goals of the State Plan for Higher Education. Of Maryland's 29 public colleges and universities, all but one are currently compliant with statute.¹

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."² The majority of diversity plans address each of these populations.

While §11-406 refers only to public institutions, Maryland Education Article §10-211 requires Maryland's state-aided independent colleges and universities to develop and report on programs designed to "promote and enhance" cultural diversity. These reports are submitted each year to the Maryland Independent Colleges and Universities Association (MICUA). While MHEC does not have regulatory oversight for the diversity programs at these institutions, MICUA is required

¹ The University of Baltimore (UB) does not have a dedicated Diversity Plan and has used the University Strategic Plan and the Goals and Objectives of the Office of Culture and Diversity to guide diversity efforts. As §11-406 requires a dedicated diversity plan, MHEC has notified UB that the institution is currently not compliant with statute. However, as the UB narrative indicates, the University is currently in the process of working toward compliance.

² Maryland Higher Education Commission, *Maryland Ready*, (State of Maryland: 2014), 36.

to provide the Commission with an annual status report and an analysis of best practices in place at these institutions.

This report includes three volumes. Volume I provides a description of the types of programs available at public and independent institutions throughout the state focusing on certain aspects of diversity, along with selected highlights of those programs. Volume II contains institutional narratives as submitted to MHEC, presented unedited by Commission staff. This includes the narratives prepared by both Maryland's public colleges and universities and independent institutions and an index categorizing programs by type. Institutional narratives contain a summary of programs offered, a review of program implementation and progress towards the institution's diversity goals, and information regarding the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Volume III contains analysis of data pertaining to student, faculty, and staff diversity. However, it should be noted that this data analysis is unable to capture many aspects of diversity incorporated into *Maryland Ready*, such as ability status, veteran status, and LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual) population identification.

INSTITUTIONAL INITIATIVES

Maryland's institutions have developed a wide variety of initiatives to improve cultural diversity on their campuses. In accordance with the requirements established in §11-406, all are designed to "enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff." Institutions have created many programs to increase the representation of minorities on campus, primarily by focusing on recruiting and retaining diverse students, faculty, and staff. Other programs focus on creating positive interactions within a diverse community and creating greater cultural awareness, including initiatives both inside and outside of the classroom.

Underrepresented Student Recruitment and Retention

As noted above, the definition of diversity in *Maryland Ready* is broad. Institutions both in Maryland and nationwide have increased their emphasis on recruiting and retaining many types of underserved populations, including underrepresented minorities, low-income students, first-generation students, veterans, and other non-traditional students. Many colleges and universities have focused on outreach as a tool to increase their visibility to these populations. In particular, institutions have utilized strategies such as presentations to high schools with large percentages of target populations, presence at and participation in community events, and increased advertising targeting minority students.

Programs of Particular Note:

- Anne Arundel Community College used College Access Challenge Grant funding from MHEC to pilot a Summer Bridge program at Arundel Mills that included transportation – a frequent barrier for summer transitional programs.
- Carroll Community College provides information sessions at GED classes to help guide students into the correct courses at Carroll following the completion of the GED.

- Because access to transportation in the Eastern Shore is limited, especially for low-income students, Chesapeake College reimburses area high schools for renting buses to transport students to attend the College's annual open house.
- The University of Maryland, College Park began a Task Force on Undocumented Students to develop a better understanding of undocumented students and explore how they can best provide support for this population.
- Salisbury University hosts a Multicultural Alliance Day and Reception to welcome prospective students of multicultural backgrounds and their families to the University and to make them aware of services provided by Multicultural Student Services.

Partnerships between institutions also play a substantial role in the recruitment of underrepresented students. Institutions are increasingly attempting to address problems at various points within the academic pipeline, from K-12 education through graduate school. At the K-12 level, these programs are designed to ensure both that students are prepared for college-level work and are aware of the plethora of postsecondary education opportunities available to them. Many colleges and universities have created partnerships with local middle and high schools to provide services such as enhanced college advising. A number of four-year institutions work together with two-year colleges, particularly those with high enrollments of students from underrepresented minorities. These partnerships involve articulation agreements to improve the transfer process and programs that allow for a seamless transition from the two-year to the four-year program. A number of partnerships have also been created to increase underrepresented minority student enrollment and success at the graduate school level.

Programs of Particular Note:

- Frederick Community College offers college courses in Frederick County Public Schools and the Career and Technology Center with the goal of increasing access to the Dual Enrollment program, particularly for first-generation college students, underrepresented minorities, and low-income students.
- Montgomery College offers the Achieving Collegiate Excellence and Success (ACES) program in partnership with Montgomery College Public Schools and the Universities at Shady Grove to provide underrepresented students with a seamless path to earning a bachelor's degree. ACES coaches from Montgomery College provide academic and student support directly in County high schools.
- Wor-Wic Community College established a pilot program offering mobile registration centers, where students can take their placement tests, apply to the College, and receive other admissions, registration, and financial aid services directly at their high school.
- Towson University has partnered with three Baltimore City public schools to operate the College Readiness Outreach Program targeting low-income first-generation students to integrate a college prep program into the school curriculum.
- Goucher College operates the Goucher Prison Education Partnership, offering both college-level and college preparatory courses to students incarcerated at the Maryland Correctional Institution for Women and the Maryland Correctional Institution – Jessup.

To help reduce concerns regarding the financial aspects of postsecondary enrollment, many campuses stress the availability of financial aid, particularly to low-income and first-generation students. At most campuses, admissions officers use admissions events as a venue to discuss the

many financial aid opportunities available through state- and federally funded programs. There are also a number of scholarship and financial aid programs offered by institutions that specifically focus on underrepresented minority and low-income students.

Programs of Particular Note:

- The Maryland Independent College and University Association's 13 institutions participate in the Guaranteed Access Partnership Program (GAPP) to increase access for students who might otherwise lack the resources to attend an independent institution. This provides matching funds for students who receive financial aid through the Maryland Guaranteed Access (GA) Grant, up to the maximum GA award amount, for up to four years.
- Hagerstown Community College provides financial aid via its Opportunity Fund for students who do not qualify for Pell Grants.
- St. Mary's College of Maryland offers the STEM Navigator Scholarship Program, funded by the National Science Foundation, to members of historically underrepresented groups who intend to major in STEM fields.
- Morgan State University provides scholarships through the Bernard Osher Foundation to adult students who are returning to school following an enrollment gap of five or more years.

Once underrepresented students are enrolled, they have access to a number of initiatives specifically designed to help increase their success. Every college and university in the state offers programs targeting minority, low-income, and/or first generation students, and all institutions provide disability support services. A number of these programs are supported through Federal TRIO grants, which fund programs created to identify and serve students from disadvantaged backgrounds. Services provided under these various programs include increased and targeted advising, supplemental instruction, mentoring, and personal and professional development opportunities with the goal of keeping them enrolled and progressing towards graduation. Additional supports include emergency services to prevent students in extreme circumstances from leaving school.

Programs of Particular Note:

- Anne Arundel Community College, Carroll Community College, the Community College of Baltimore County, and the University of Baltimore partner with their communities to provide food pantries for food-insecure students and their families.
- Chesapeake College created the FOCUS Group (First-Generation Opportunities for Career and Ultimate Success) to focus on increasing first-generation male students enrolled in career programs by providing them with intense academic support and career exploration activities during their first year.
- St. Mary's College of Maryland offers the DeSousa-Brent Scholars Program, which targets low-income, first-generation students, and/or students from rural or urban high schools. This program incorporates a summer bridge program, intensive advising, and a leadership seminar, with the goals of increasing underrepresented student recruitment and retention.
- The McDaniel [College] Opportunity Award provides support to undergraduate students who have exhausted all other sources of financial aid, demonstrate financial need, and have completed 15 credits at the College with at least a 2.0 GPA.

- The Combat 2 College Program at Montgomery College provides veterans with business and networking opportunities to assist transitioning students. This program offers enhanced advising, assistance with obtaining disability services, and activities specifically designed to reach the veteran population. The College also provides women veterans a dedicated space for gathering and studying; this Center for Women Veterans is the first of its kind in the country.
- Howard Community College's Ambiciones is an academic and personal support program for Hispanic/Latino students. This program is designed to create a supportive community and offers a number of resources targeting the Hispanic/Latino population, such as academic advising and tutoring, coaching and mentoring, helping students navigate the financial aid system, and networking with other Hispanic/Latino students and organizations. The program also works with students and families to ensure they are provided with information concerning guidelines tied to immigrant initiatives such as the Dream Act and the Deferred Action for Childhood Arrivals program .

Underrepresented Faculty and Staff Recruitment and Retention

The primary strategy for increasing representation of minority faculty and staff – at every institution – begins with a recruitment strategy designed to increase diversity in the applicant pool. Colleges and universities advertise in a number of publications targeting diverse constituencies, including *Insight into Diversity*, *Diverse Issues in Higher Education*, *Minority Update*, *Journal of Blacks in Higher Education*, and *Hispanics in Higher Education*. A number of institutions are part of the Mid-Atlantic Higher Education Recruitment Consortium, whose mission is to assist institutions with recruiting a diverse and talented workforce. Many schools have enhanced their recruiting efforts at institutions with large numbers of underrepresented minorities enrolled in graduate programs, particularly at historically black colleges and universities and Hispanic-serving institutions. Additionally, institutions continue to work to ensure diversity among those serving on hiring committees. Training is provided to those serving on hiring committees to ensure that members are aware of and compliant with non-discrimination requirements throughout all stages of the hiring process.

- The University of Maryland, Baltimore, the University of Maryland, Baltimore County, and the University of Maryland, College Park participate in the Alliance for Graduate Education and the Professoriate. This program is funded by the National Science Foundation and is focused on increasing numbers of underrepresented students with STEM Ph.Ds.
- Frederick Community College is one of 11 institutions that partner with the Howard University Preparing Future Faculty program, which provides underrepresented minority graduate students the opportunity to work with and learn from established faculty, with the goal of increasing faculty diversity.
- The Emerging Scholars Program at the University of Maryland, Baltimore County provides funding for programs, departments, and centers to host graduate students from underrepresented communities for a two-day immersion experience to enhance recruitment of a diverse faculty.

Recruitment is only one step in ensuring diversity among the faculty and staff populations, however. Once individuals have been attracted to the institution, campuses have created a

number of programs designed to ensure that they will want to stay there. As one part of their overall retention efforts, colleges have increasingly created programs that emphasize the importance of retaining minority faculty and staff. For example, Maryland's colleges and universities have implemented faculty mentoring programs, increased professional development opportunities, and provided opportunities for faculty and staff to become engaged with co-curricular programming. Many of these programs focus on retaining women in STEM fields, where they remain underrepresented.

Programs of Particular Note:

- In addition to human resources staff attending job fairs at local colleges with high minority populations and advertising on websites and in publications focusing on diversity, Howard Community College also reaches out to relevant professional associations focused on minorities directly, such as the National Association of Black Accountants.
- The Assistant Dean for Diversity at the Maryland Institute College of Art hosts a monthly off-campus dinner for racial and ethnic minority faculty and administrators to provide resources, conversation, and support. This group also meets biannually with the President, Provost, and other senior administrators to discuss issues of special interest to minority faculty and staff.
- Frederick Community College offers the Faculty Innovation grant to encourage retention by providing funding for collaborative and innovative learning opportunities.
- The University of Maryland, Baltimore County's Postdoctoral Fellowship for Faculty Diversity is an in-residence fellowship designed to increase faculty diversity by supporting the success of new Ph.D. recipients, incorporating a number of programmatic elements such as increased mentoring and professional development opportunities.
- Towson University operates a Women's Leadership Conference with presentations and workshops designed to increase female faculty and staff leadership capacity and promote success in the workforce.

Faculty and Staff Cultural Training Programs

All colleges and universities require some form of diversity training during new employee orientations. At most institutions this is accomplished by a training module dedicated to the topic of working within a diverse environment. However, many institutions offer additional training central to increasing faculty, staff, and student recruitment and retention.

Programs of Particular Note:

- Carroll Community College provides faculty and staff with training on managing multiple generations in the workforce to help identify challenges and strengths that may arise in this diverse working environment and how to foster intergenerational communication.
- Garrett College hosted a panel discussion with faculty and African American students to highlight differences in the perceptions and perspectives between the two groups.
- Montgomery College's Combat 2 College program provides faculty and staff with training to enhance their understanding of the veteran student population.

- The University of Maryland, Baltimore County utilizes an online training program simulation, “LGBTQ On Campus for Faculty and Staff” to teach faculty and staff members how to address discriminatory language, talk to students who decide to disclose their LGBTQ status, recognize students in distress, and provide students with resources on campus.

Incorporating diversity and multiculturalism into the classroom environment is a subject that many institutions emphasize in their training offerings. This also includes instruction and/or discussion about the benefits diversity within the educational setting has upon all students’ success. As in other areas, these programs tend to have a very broad definition of diversity, consistent with the definition used in *Maryland Ready*. Maryland colleges and universities have provided faculty and staff instruction on a wide array of topics, ranging from identifying, understanding, and responding to students with mental health illnesses to special issues affecting LGBTQIA students inside and outside of the classroom.

Programs of Particular Note:

- The University of Maryland, College Park Office of Diversity and Inclusion is the home of the Cultural Competence Course Development Project, designed to foster faculty development of undergraduate courses that fulfill the diversity component of the general education requirements.
- Towson University’s Diversity Faculty Fellows Program provides select faculty members with mentorship and financial support to pursue projects related to incorporating diversity into the curriculum.
- Faculty and staff from Salisbury University participated in the Penn Summit on Responding to Racism in College and University Campuses. This virtual summit hosted by the University of Pennsylvania included, as a key component, a module on race-consciousness within the classroom and the curriculum.

Curricular Initiatives to Promote Cultural Diversity in the Classroom

Today, all Maryland campuses incorporate some form of cultural diversity course requirements into their general education programs. While specific requirements vary by institution, these often include courses in topics such as world history, languages, and social and cultural studies, though not all diversity courses are explicitly labeled as such. Some colleges and universities expect that rather than requiring completion of courses specifically focusing on diversity, all general education courses should incorporate concepts such as the influence of the environment and culture on societies and human behaviors.

Many academic majors also require coursework focusing on diversity issues within the specific field of study. Many of the professional programs throughout the state require coursework and training in culturally competent care. In addition to coursework focusing on issues within a specific major, many colleges and universities today offer full academic majors or minors specifically focusing on cultural diversity. These interdisciplinary programs draw upon a wide array of fields, such as sociology, political science, languages, and history, to investigate issues related to populations often underrepresented both in higher education and in the general population.

Programs of Particular Note:

- Howard Community College and the Community College of Baltimore County offer the Global Distinction program. For students to be recognized as Globally Distinct at the time of graduation or transfer, students must have completed a globally intensive curriculum including study of a world language, participated in an intercultural immersion experience, and attended a number of campus events related to globalization.
- University of Maryland, Baltimore offers a large number of courses incorporating diversity, partially in response to the licensure requirements for its professional schools. The Schools of Dentistry, Law, Medicine, Nursing, Pharmacy, and Social Work all incorporate coursework on working with diverse communities into the curriculum.
- The University of Maryland, College Park operates a number of interdisciplinary academic major and minor programs addressing diversity topics, offered through nearly twenty different academic departments.
- The University of Maryland University College offers a minor in Diversity Awareness, an interdisciplinary program that focuses on different types of diversity in contemporary society.
- Bowie State University's Early Childhood Engagement Center receives grant support in the College of Education to support new special education teachers with culturally and linguistically sensitive diversity training.
- Coppin State University supports two city charter schools and is the first campus in the state to locate and operate a charter school on its campus. Working in these charter schools affords students majoring in education the opportunity to engage directly with diverse student populations in the local community.

Study abroad opportunities have begun to play an increasingly prominent role in college and university efforts to promote cultural diversity. Study abroad can give students and faculty increased exposure to and awareness of diverse cultures, supporting the institutional goal of creating a welcoming environment on campus. Many of Maryland's colleges and universities have worked with faculty to assist them in creating faculty-led programs for study abroad, and students often have access to structured independent study abroad programs. Institutions have also substantially increased outreach and promotional efforts designed to increase student participation in study abroad, utilizing methods such as holding Study Abroad Days and campus presentations.

Programs of Particular Note:

- Morgan State University participates in the HBCU-Brazil Alliance, designed to support the U.S.-Brazil Joint Action Plan on Racial Equality by expanding the academic exchange between Brazilian universities and U.S. HBCUs. This involves both academic exchanges at the faculty level and study abroad opportunities for students.
- Both Morgan State University and Bowie State University participate in the HBCU-China Scholarship Network, which provides HBCU students with additional access to universities in China.
- Community College of Baltimore County operates an Alternative Break program allowing students an opportunity to perform service for a week of summer break or entire spring break outside of their community, interacting with different cultures and gaining a

greater understanding of cross-cultural differences. Participating students have worked in Maine, South Dakota, Puerto Rico, Costa Rica, and Honduras.

Co-curricular Programming for Students, Faculty, and Staff

Co-curricular programming at Maryland colleges and universities provides faculty, staff, and students opportunities to share aspects of their culture with others on their campus and to increase their exposure to other cultures. Every campus offers programming centering on topics such as religious or ethnic diversity. Institutions have also developed programs that focus specifically on unique and underrepresented populations, both to increase student, faculty, and staff cultural awareness and to make members of those populations aware of resources that might be available to them on campus. A large number of campuses use events such as World AIDS Day or Pride to educate, celebrate, and inform.

Programs of Particular Note:

- One key component of the Soar2Success Program at Harford Community College is providing programs and events to increase cultural awareness and student engagement, primarily through social and cultural activities highlighting the African American Experience.
- The University of Maryland, College Park holds a Rise Above –isms week, focusing on a number of topics such as racism, heterosexism, nativism, ableism, and rankism. Mini-grants are offered to student organizations to develop programming.
- The University of Maryland University College distributed pocket constitutions in celebration of Constitution Day.
- The University of Maryland Eastern Shore’s Department of Natural Science celebrates the achievements of minority scientists and significant scientific concepts by holding day- and week-long events throughout the academic year to inform students and the community of their importance.

There are also many campuses that offer discussion series and workshops focusing on a wide variety of topics. A particularly popular topic this year has been race and the complex relationship between crime, poverty, and unemployment. Campuses host workshop series and speaker series that focus on multiple aspects of diversity, such as world history, African American culture, or LGBTQIA issues. In addition to these types of programs, Maryland colleges and universities host a wide variety of cultural events, including dance, music, theatre, and art. As these events are typically open to the public, they provide an opportunity to expose both students and the broader local community to cultures other than their own. They also provide a chance for colleges and universities to engage with the local community and afford institutions with additional ways by which to increase their visibility. These are advertised throughout the surrounding community.

Programs of Particular Note:

- Both Carroll Community College and the University of Maryland, Baltimore held poverty simulation days to allow participants to assume the roles of mid- to low-income individuals living on a limited budget. These programs are designed to help those participants better understand the systems they have to navigate to survive.

- The Student Government Association officers at Prince George’s Community College participated in training sessions regarding leadership styles and how to be a culturally competent leader.
- Towson University hosted a discussion with members of the Towson University and Baltimore County Police Departments and black students to discuss building better relationships between students and officers and to promote collaboration between law enforcement and the African American community.
- Towson University partnered with the NAACP to host a Know Your Rights workshop, where students shared their personal experiences and received tips on how to remain compliant if stopped by law enforcement.
- The University of Maryland, Baltimore created the UMB Responds program, which incorporates a number of services and programs to aid in Baltimore City in the wake of the death of Freddie Gray and the ensuing unrest throughout the city.
- The Office of Multicultural Affairs at the Community College of Baltimore County hosted a program entitled “Bridging the Divide: How African Americans and Americans View One Another” to host open dialogue about how the two populations view each other.

CONCLUSION

While Volume I of this report highlights a few of the excellent programs offered by Maryland’s colleges and universities, many more initiatives are being undertaken at each of the campuses. The index and full reports contained in Volume II provide more detailed information regarding the scope of each campus’s diversity activities. As these narratives show, institutions continue to develop new and unique initiatives designed to enhance cultural diversity on their campuses. Programs have been designed to help recruit and retain minority faculty, students, and staff. Additionally, institutions have utilized a number of curricular and co-curricular methods to foster and maintain a welcoming and inclusive environment on campus, consistent with diversity goals described in *Maryland Ready*. Some of the results of these efforts can be ascertained in the detailed data provided in Volume III of this report.

During the past year, concerns about diversity on college campuses have been brought into the national spotlight following a number of high-profile incidents at campuses nationwide. Issues such as the lack of representation of minority groups among faculty and staff, racial tensions on campuses, and a perceived lack of support for minority groups have come to the forefront of a national dialogue surrounding diversity. The institutional narratives contained in this report indicate that Maryland colleges and universities are working to address precisely these issues, in order not only to increase diversity in a numerical sense, but also to foster supportive and inclusive environments on their campuses. In particular, the increased percentage of African American faculty members who are untenured but on the tenure track suggests that efforts to increase faculty diversity should continue to be productive. Nevertheless, the persistence of these challenges over time, and ongoing changes to economic and social conditions, suggest that issues of diversity will continue to be concerns on campuses as well as for the state and the nation. Maryland colleges and universities are well engaged with these challenges.



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Program Index

This Volume contains the complete texts of reports submitted to MHEC by the sixteen community colleges, thirteen public colleges and universities, and the Maryland Independent Colleges and Universities Association, which represents Maryland's thirteen state-aided colleges and universities.

As noted in Volume 1, there are several common types of programs that Maryland's colleges and universities use to increase diversity on their campuses. These seek to create diverse institutions by both recruiting and retaining more students, faculty, and staff from underrepresented populations and fostering an inclusive campus environment. Readers may use this index to identify programs of interest in the attached institutional reports.

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Community Colleges

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY ACADEMIC YEAR 2015-2016

Dr. Cynthia Bambara, President

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INTRODUCTION

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 thousands of 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.

VISION STATEMENT

We will be the college of choice that transforms lives, strengthens communities, and makes learners the center of everything we do.

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 1

A summary of the institution's plan to improve cultural diversity.

- *Major goals, areas of emphasis and strategy for implementation*
- *How progress is being evaluated. Where progress has been achieved and areas where continued improvement are needed.*

INSTITUTIONAL PLANNING

Allegany College of Maryland has adopted a new **Strategic Plan (2015-2020)** following nearly a year of data collection which included a task force, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, open forums, electronic surveys, and Middle States Self-study information. Input from students, employees, and the local community was obtained and reviewed carefully. Five Institutional Priorities were identified; pursuant to Institutional Priority Two, "Allegany College of Maryland enhances the learning and working environment by valuing, supporting, and recognizing a diverse and highly qualified faculty and staff." Consequently, a Strategic Goal Five is to "increase cultural competency within the College community."

This year, the College also created and adopted its first **Educational Master Plan (2015-2018)** which provides the educational roadmap for student success. Five Planning Themes were identified. Diversity figures prominently in two themes: Learning and Teaching.

1. ACM assists students in their educational success in preparation for transfer, work, or life in a diverse and global society.
2. ACM cultivates a climate that supports every employee, fosters the learning centered college, and enhances diversity in teaching and learning.

Due to institutional restructuring, the new division, Instructional & Student Affairs, was alone in creating what was formerly called the "Annual Initiatives". This updated document, **Instructional and Student Affairs Annual Goals: Spring 2016 to Spring 2017** identified four broad "goals" for one calendar year. Given its importance in both the Strategic Plan and the Educational Master Plan, diversity was highlighted as one of the small number of divisional "goals": increase cultural competence of faculty, staff, and students. The Diversity Committee was tasked with accomplishing this goal with the Dean of Student & Legal Affairs acting as liaison between the Diversity Committee and the Educational Master Plan working group. A detailed action plan was developed; elements of the plan are tactics, timeline, measure, resources, responsible person, justification/support data, and planning document linkage. To achieve the goal, four tactics will be implemented.

1. Define "cultural competence" for the institution using research and polling students and employees from a selection of nationally used definitions.
2. Assess the extent to which the College is currently culturally competent using its selected definition.
3. Develop reasonable and achievable benchmarks using where the College is "now" and additional research of best practices.
4. Develop a plan to improve or reach the benchmarks via programming and educational opportunities.
5. Assign the Diversity Committee's Human Resources representative as a member of or consultant to each College search committee.

DIVERSITY COMMITTEE

In April 2015, the Diversity Committee was added as a Special Standing Committee for the College, beginning in the 2015-2016 academic year. The objectives for this committee are:

- Review and work with college community to recommend goals for improving diversity in the workforce, instructional affairs, and student services.
- Assist in the development and support the college's annual reports relating to diversity.
- Plan and/or recommend diversity programming for the college community to promote and advocate inclusiveness.
- The Diversity Committee should be representative of a diversified community (ie, race, color, religion, sex, national origin an sexual orientation) to include, but not limited to, individuals from the following specialties: Willowbrook Woods student resident, student, Student & Legal Affairs, Human Resources, Associate Support Staff, Faculty, Professional Support Staff.

Due to significant scheduling and member workload challenges, the Committee was only able to meet four times; however, it noted the following accomplishments:

- ✓ Selected membership, selected co-chairs, and expanded membership to include additional volunteers
- ✓ Attempted to recruit student representatives
- ✓ News and journal articles related to diversity were circulated among committee members
- ✓ Identified primary issues of interest (notably, hiring practices and professional development)
- ✓ Identified a more diverse workforce that is more reflective of our student body as a long-term goal that could take several years to achieve
- ✓ Requested funding for an additional session (devoted to faculty and staff only) for a diversity speaker engaged by the Student Government Association.
- ✓ Submitted a letter to College's leadership to request the creation of a new link between this committee and future search committees by mandating that the Human Resources representative on the Diversity Committee also serve on or function as a consultant to any search committee formed to hire faculty or staff.

OFFICE OF STUDENT & LEGAL AFFAIRS

Non-Discrimination poster: A new poster dedicated to principles of non-discrimination was created this year for display on campus bulletin boards.

Non-Discrimination Statement: Written in collaboration with Human Resources and approved by the Board of Trustees in Summer 2016, the College's new non-discrimination statement is fully compliant with state and federal law and has been incorporated in its entirety with institutional publications and processes – including Title IX policy/procedures.

Allegany College of Maryland does not discriminate against any individual for reasons of race, ethnicity, color, sex, religion or creed, sexual orientation, gender identity or expression, national origin, age, genetic information, familial status, disability or veteran status in the admission and treatment of students, educational programs and activities, scholarship and loan programs, or to terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation and training. Allegany College of Maryland complies with applicable state and federal laws and regulations prohibiting discrimination and Maryland prohibits retaliation in any form against any person who reports discrimination or who participates in an investigation.

EVALUATION OF PROGRESS

Allegany College of Maryland has undergone a comprehensive review if its assessment and planning throughout FY16; this review included all areas of the College. As noted above in Institutional

Planning, the College is dedicated to evaluating progress – particularly regarding the divisional goal to increase cultural competence of faculty, staff, and students. Additionally, the College has created multiple layers of input and review of institutional assessment including new committees, internal processes (including budgetary), dedicated employee responsibilities, and even new positions charged with shouldering much of the assessment and planning work.

PART 2

A description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff and faculty

- *Detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Both campus-wide and program specific*

DEMOGRAPHIC DATA

The charts below highlight the race/ethnicity in our local community (2013) and among our student body (5 years). As you can see, Allegany College of Maryland has grown in its representation of minorities in the student body and has exceeded the local population minority population percentage.

Race/Ethnicity	Allegany County	
Total Population	73976	
White	64982	87.8%
2 or more races	1197	1.6%
Hispanic	1150	1.6%
Black or African American	5866	7.9%
American Indian/Alaska Native	89	0.1%
Asian	632	0.9%
Native Hawaiian/Other Pacific Islander	38	0.1%
Non-white	8972	12.2%
Source: 2014 Census Population Estimates (ACS)		

Student racial/ethnic distribution	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
a. Hispanic/Latino	1.3%	0.7%	0.2%	1.4%	1.5%	1.5%
b. Black/African American only	7.7%	9.0%	10.4%	10.3%	10.6%	11.4%
c. American Indian or Alaskan native only	0.1%	0.0%	0.2%	0.2%	0.1%	0.0%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%

e. Asian only	0.4%	0.4%	0.4%	0.4%	0.3%	0.0%
f. White only	87.4%	87.1%	84.3%	83.7%	83.0%	84.2%
g. Multiple races	0.8%	0.3%	1.0%	1.3%	1.5%	0.4%
h. Foreign/Non-resident alien	0.9%	0.9%	1.0%	1.1%	1.3%	1.1%
i. Unknown/Unreported	1.3%	1.5%	1.2%	1.7%	1.8%	1.4%
% Minority	11.3%	11.4%	13.3%	14.8%	15.3%	15.8%
Source: Allegany College of Maryland Performance Accountability Report 2015						

Thirty-four F1 students registered at Allegany College of Maryland this year; they nations of origin are Australia, Belgium, Brazil, Republic of Cameroon, Canada, China, Democratic Republic of Congo, Dominican Republic, El Salvador, Federal Democratic Republic of Ethiopia, Gambia, Republic of Ghana, Co-operative Republic of Guyana, India, Republic of Liberia, Federal Republic of Nigeria, Republic of the Philippines, Republic of Poland, Russia, Republic of Sierra Leone, Sri Lanka, Tanzania, Ukraine, and Socialist Republic of Vietnam.

STAFF AND FACULTY RECRUITMENT AND RETENTION

Human Resources' current efforts to recruit and retain traditionally underrepresented groups include the notice of nondiscrimination and the fact that we are an EEOC employer. HR sends job postings to the Chronicle of Higher Education for faculty positions to help attract all potential candidates that read that publication. We've looked into expanding this advertising to other more minority focused publications; however, funding is extremely limited.

According to the most recent data available (Fall 2015), ACM's minority population among employees was 4% of full time faculty and 1.6% of professional/administrative staff. The College employed 2 "Hispanics of any Race", 9 "Black or African American", and 2 "Asian". The President and Institutional Research Director conducted the annual internal employee satisfaction survey in Fall 2015 as well as the Chronicle of Higher Education's survey in the hopes of achieving that publication's designation as a Great College to Work For to enhance recruitment and retention. Additionally, since wages have been a challenge regionally in attracting job candidates, the President and Vice President of Finance developed and continue implementing a five year salary plan. Finally, as noted above, the Diversity Committee submitted a letter to College's leadership to request the creation of a new link between this committee and future search committees by mandating that the Human Resources representative on the Diversity Committee also serve on or function as a consultant to any search committee formed to hire faculty or staff.

For retention, faculty has a peer mentoring program, and many if not all of the chairs reach out to those who are not from the area (typically minorities) to help familiarize them with the Western Maryland area and help make them feel at home. For all position types (faculty and staff), the College endeavors to make minority employees feel included and valued.

STUDENT RECRUITMENT AND RETENTION

Allegany College of Maryland's Marketing department actively recruits at 75 high schools in Maryland, Pennsylvania, and West Virginia. We also attract students from other states and countries who are interested in specific programs that are available here, as well as student athletes who are actively recruited by our Athletics department. Four student athletes traveled thousands of miles to play for ACM

soccer and baseball teams; they are from Australia, Dominican Republic, and Canada. Two other student athletes' nation of origin was also the Dominican Republic, but both emigrated to the United States and graduated from American high schools.

PART 3

A description of efforts designed to create positive interactions and cultural awareness among students, faculty and staff on campus.

CURRICULAR INITIATIVES THAT PROMOTE CULTURAL DIVERSITY IN THE CLASSROOM

Making a Difference Project

Instructor Patsy A. McKenzie's Psychology 101 (general psychology) class developed a special project about diversity which focused on ending stereotypes and addressing prejudice and discrimination. There were 37 students enrolled in the class, and all 37 participated in the project.

The topics chosen by students for this project include: differences in rural/urban living, differences in economic levels among students and those in the community, differences in education levels, sexuality, different body types, different ideals of beauty, and age differences among students. Students took pictures/videos and interviewed students, staff, and faculty for this project; they also spoke with Allegany County leaders and local business owners in the community. According to Ms. McKenzie, the goal of this project was "not to highlight or cause discourse; it is instead, a powerful way to acknowledge our differences and celebrating them in positive ways. . . [The project was] born out of a semester-long project where we examined stereotypes, prejudice and discrimination. Originally, the students were to end the semester project through a reflection paper but they, as a group, decided that they would much rather create a class project that they would plan and present at the Save the World Fair."

The Making a Difference project consisted of journal entries, conversations, and group work that explored the issues of discrimination, stereotypes, prejudice, conformity and biases. Journal entries prompted class discussion about students' experiences with discrimination and prompted an invitation to the Senior Vice President of Instructional and Student Affairs who told the students, "Get engaged. You have to be engaged if you want changes to happen." Consequently, the students voted to change the final project from individual groups to a class project. There were 6 groups. Each group elected a chair and a group liaison. The chair helped assigned tasks and the liaison communicated with the other groups so that each group was aware of what the others were doing. As a class they decided to approach the issue from a holistic perspective -- define the problems as they saw them and provide solutions. The solutions ranged from education to things that students can do in the community to that they feel like they are more apart of the community at large. They used a poem titled Turning to One Another by Margaret Wheatley as their inspiration and common theme. Each group's presentation was connected to the others.

The Division Chair suggested that the students enter ACM's now-annual "Save the World Fair", and they did. Each group recreated a poster board presentation on their topic and each connected to the others. The topics included how society sees women, diversity rates (race, ethnicity, and age) at ACM, things to do at ACM that encourage interactions among students, things to do in the community at large, recognizing and standing up to discrimination and stereotypes, and understanding how racism happens. One of the groups- all young women, created a presentation entitled, Making a Difference; How Society Sees Us and that presentation won 2nd place at the SWF. One of the young women was asked to attend the Democracy Commitment Conference in Indianapolis with others from ACM. She had a wonderful time. Although the rest of the groups did not win, they were all very proud of what they had accomplished. Several talked about being more active in campus activities next year. According to Ms.

McKenzie, “When the semester started they segregated themselves by race and by high school but by the end of the semester they became a "community" and each class session they moved around sitting with different people. The friendships extended outside of class as well-- I saw many of them sitting together in the library and eating together something I didn't see before this project began.”

Continuing Education and Workforce Development

ACM CE Health & Human Services conducted several diversity trainings during FY 16 for Human Service Professionals:

- Keeping Poverty in Mind: Creating Successful Experiences for Students
- Increasing Outcomes of Low Income Students
- Bullying Prevention: Turning Bystanders into Upstanders
- ADA- Americans With disabilities Act- How it Relates to Child Care
- Building Health Relationships Between Law Enforcement and the Minority Communities

ACM CE Community Services offered diverse educational opportunities to non-credit students. Focusing on the needs of the agricultural community, Community Services partnered with the University of Maryland Extension to offer **Master Gardener Basic Training** and **Keeping the Farm in the Family: Tips on Farm Transition Planning**. We also offered **Backyard Chicken Keeping** and repeated the popular course **Introduction to Beekeeping**.

Addressing variety of ideas and backgrounds, Community Services offered **Old Testament: The Beginnings**, **The Intertestamental Period**, and **Comparative Religions**.

ACM CE partnered with World Artists Experiences (WAE) and the international division of Maryland’s Office of the Secretary of State to host the **8th annual “Bridges to the World” International Film Festival**. This free event featured five award-winning films from Israel, Slovakia, Panama, South Africa, and the Philippines followed by post-screening discussions.

ACM CE focused on diversity in the workplace with two courses. **Workplace Excellence** was offered as training to non-profit employees as well as to Social Service job seekers and educated participants, in part, on generational diversity in the workplace. **Workplace Stability**, in partnership with Western Maryland Health System and the Bridges to Opportunity Program, educated participants on understanding the stability of employees based on socioeconomic status.

ACM CE continued to offer a variety of personal enrichment & wellness classes to the senior population. In addition to these continuing wellness, art, culinary, language, history, recreation/pastime courses, we partnered with the Allegany Center of Lifelong Learning (ALLCOLL) to offer an even wider selection of topics which included local history, natural life and global, social and cultural issues. Those offerings included **Conversational Spanish**, **History in Fiction: Experiencing Medieval Europe through Umberto Eco's novel ‘The Name of the Rose,’** **Frederick Merten’s Family History in Allegany County**, **iPhone for Seniors**, **Androids for Seniors**, **Plein Air Painting**, a discussion with Senator George Edwards, and more.

ACM CE reached out to the youth population with **Gotta Sing Gotta Dance Musical Theatre Workshop**. In partnership with Black Rocket Productions, we will be adding camps in summer 2016 in which youth will learn exciting cutting-edge technology.

Finally, Allegany College of Maryland Center for Continuing Education acquired the Adult Basic Education grant from the Department of Labor Licensing and Regulation effective January 1, 2016. The program seamlessly transitioned to the ACM community at the Gateway center with no interruption to instructional services. An Open House was held in February to announce the transition to the community at large. Adult Basic Education has implemented collaborative efforts with ACM Developmental

Education Programs to offer a *Bridge to College Success* course for program graduates and first generation college students.

EMPLOYEE TRAININGS

Last year, all Supervisors received mandatory Ethics and Harassment Trainings; this year, by June 30th all full time Faculty, and all Professional and Associate Support Staff (over 300 employees) are required to complete Harassment Training as well. Additionally, every ACM employee is required to receive Title IX training by June 30th.

CCSSE

Results from the Spring 2016 Administration of the Community College Survey of Student Engagement, which was completed by students at Allegany College of Maryland, will not be available until July 2016 and, therefore, will be included in next year's Diversity Plan Progress Report.

CO-CURRICULAR PROGRAMMING FOR STUDENTS

STUDENT CLUBS

Allegany College of Maryland, through its Student Government Association, recognized 31 Student Clubs in FY 16. Active clubs that promote diversity include the Choir, NAACP Student Club, Neo-Beats, 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. (Beginning in Fall 2016, Heifer International will no longer be listed as a recognized student club due to 3 semesters of inactivity.)

The Director of Student Life and members of the Student Government Association (SGA) utilize local, state and national presenters/agencies to provide programs to the College community. The Director of Student Life and a small group of students from SGA again attended the National Association of Campus Activities conferences in the Fall and Spring semesters to select various speakers, novelty events, and performers to bring to campus.

In FY16, the following programs were presented and were open to all students, faculty, staff, and community members.

- **Allies for Inclusion: The Ability Exhibit©** - a traveling exhibit designed to promote the inclusion of people with disabilities through respect for others, comfort during interactions, and awareness of disability issues.
- **Veteran's Day Events** - Honor and Recognition Ceremony was held and stars with veterans' names hung in College Center windows (sponsored by Student Government Association).
- **Dr. Martin Luther King Jr. Celebration** – During the day, a 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. In the evening, an event was hosted by Allegany College of Maryland, the NAACP Student Club, and the Allegany County NAACP Branch 7007 that included singers, musicians, and a presentation by Allegany County NAACP Branch President, Mrs. Carmen Jackson, sharing personal remembrances of Dr. King.
- **Saakumu Dance Troupe** – a traveling dance troupe from Ghana, West Africa performed and educated the audience to traditional and contemporary African dance and music and it's history.
- **Black History Event** – students presented a program on Black History to the college which highlighted African-Americans not as well known to the general public. They incorporated dance and poetry into this event.

- **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.
- **The 4th 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 Female and Male Student-Athlete Awards). Two women were chosen and recognized this year.
- This year, we instituted the **Focus on Men Awards**, which mirrored the Focus on Women Award. Two men were chosen and recognized this year.
- For the fifth year, Allegany College of Maryland continues to sponsor a local **AA** group which uses classroom space at no charge.

THE DEMOCRACY COMMITMENT COMMITTEE

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 at Allegany College of Maryland began in the spring of 2011 and has been extremely active – including addressing diversity issues and offering programming – in recent years; however, due to the urgency of developing new institution-wide assessment and planning processes, the Democracy Commitment was on hiatus in FY15-16.

CAMPUS CONVERSATIONS

A continuation of an initiative to promote engagement by faculty, staff, and students, Campus Conversations, a program series sponsored by the Democracy Commitment Committee of dedicated topics of interest across all campuses was also on hiatus.

PART 4

Other initiatives that are central to the cultural diversity plan that are not captured in Sections 2 and 3.

DEFINITION OF DIVERSITY Adopted by the Diversity Task Force in Spring 2005:

Allegany College of Maryland educates students from all walks of life, and we appreciate the richness that differences in cultures, ideas, backgrounds, and dreams bring to our learning environment. “Diversity is “otherness” or those human qualities that are different from our own, [are] outside the groups to which we belong, yet are present in other individuals or groups.”

CENTER FOR DIVERSITY & STUDENT ENGAGEMENT / STUDENT LIFE

Another ongoing feature of Allegany College of Maryland’s diversity commitment is the existence and easy availability of the **Center for Diversity and Student Engagement**, located between the Student Life Office and the Residence Life Office. This space is dedicated to use by students, faculty, and staff for a wide variety of purposes including group meetings, outreach, education/event planning, and more. **All** students are urged to (1) use the Center for diversity-oriented activities, (2) befriend students who are different from you, (3) attend Center-sponsored events and (4) volunteer to help with Center programming.

The Diversity Center is operated under the leadership of the **Director of Student Life**, who also collaborates closely with the following essential groups: Residence Life, Democracy Commitment, and several student clubs (eg., NAACP, Peace Studies Club, and P.R.I.D.E.) who are dedicated to promoting

diversity themed events and programs to students, faculty, and staff. A complete list of events and programs is provided in Part 3 below.

RESIDENCE LIFE

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 and several residents in their mid-twenties. 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 Residence Life Staff has never surveyed residents about religious beliefs, that demographic is unknown; however, each year local church buses transport groups of residents to their Sunday services. 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 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. Each year, Residence Life Staff reviews the application and makes appropriate changes; the FY17 application packet was revised in early Fall 2015 and includes the following questions:

- What do you think makes a community? (short essay)
- Are you interested in getting to know people who are different from you such as race, ethnicity, language, gender, disability? (short essay)
- Could you be friends with someone from a "rival" town or school? Yes/ No
- Is there any group or type of person with whom you are unable/unwilling to be friends? (short essay)

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.

In order to be as inclusive as possible, Residence Life Staff changed two questions on the Roommate Matching Form:

1. Gender Identity choices expanded from Male/Female to offer these: Male, Female, Trans or Transgender, Another Identity
2. Gender based room assignment choices expanded from Male/Female to offer these: Male, Female, Gender Neutral

FINANCIAL AID

The Student Financial Aid Office of Allegany College of Maryland offers free financial aid counseling services to all persons who request such help. All students attending the College are awarded all of the student financial aid for which they are eligible. Students have the right to cancel/decline some or all of any student financial aid award. ACM's Student Financial Aid Office does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, veteran status, or citizenship status (except in those circumstances permitted or mandated by Federal Law) when awarding or disbursing student financial assistance.

HOMELESS RESOURCE DAY

Allegany College of Maryland provided space for Homeless Resource Day sponsored by the Allegany County Department of Social Services in early September 2015. Local agencies and vendors participate and provide a wealth of direct services to community members who have been identified as homeless and invited to the event. Services include: Flu shots, Tetanus Shots, HIV Testing, Legal Services, Adult Education information and intake, ACHD Behavioral Health Intakes, Addictions Intakes, Housing intakes by agencies including HRDC and the YMCA, Job Services, Veterans Services, Clothing Closet, Free Birth Certificates (if born in MD), Free Photo ID if they can get their Birth Certificate, Information on STD, Breast, and Cervical Cancer, and Colo-rectal screening, Assistance with Health coverage, Allegany Health Right (Vision and Dental), and transportation information. The event includes pick up points all over the county to make sure the guests can attend, and the event usually serves between 80 and 100 people.

TRANSITION PROGRAM

The **TRANSITION PROGRAM** of ACM's Continuing Education 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.

PART 5

Process for the reporting of hate-based crimes consistent with federal requirements.

Allegany College of Maryland collects data annually from the following reporting sources:

- Campus Security
- Cumberland City Police
- Pennsylvania State Police (Bedford County)
- Pennsylvania State Police (Somerset County)
- Student & Legal Affairs (Cumberland campus)
- Student Services Director (Bedford campus)
- Student Services Director (Somerset campus)

The hate crimes data which must be collected includes murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible), sex offenses (non-forcible), robbery, aggravated assault, motor vehicle theft, arson, any crime involving bodily injury, larceny/theft, simple assault, intimidation, and vandalism/destruction of property. The Violence Against Women Act added the following additional crimes and hate crimes: domestic violence, dating violence, and stalking. The reports must specify the whether the hate crime targeted by race, religion, sexual orientation, gender, disability, or ethnicity/national origin; by federal law, gender identity has been added as a new hate crime category. Crimes also note the location of the crime (ie., on campus, student housing, non-campus, or [adjacent] public property). This data is compiled and submitted electronically to the U.S. Department of Education by October each year.



Cultural Diversity Report
Maryland Higher Education Commission

September 1, 2016

**Summary of Institutional Plan to Improve Cultural Diversity
Anne Arundel Community College
2016**

1. Summary of Institutional Plan to Improve Cultural Diversity

College Mission and Vision Statements

Anne Arundel Community College is a two-year public, community-engaged institution of higher education. Founded in 1961 and fully accredited since 1968, it is one of the oldest and largest of the 16 community colleges serving the state of Maryland. Anne Arundel Community College offers transfer and career associate degree programs; certificate programs; credit courses; and continuing education, workforce development, and lifelong learning opportunities.

Mission Statement

With learning as its central mission, Anne Arundel Community College responds to the needs of our diverse community by offering high quality, affordable, accessible, and innovative life-long learning opportunities.

College Vision

Anne Arundel Community College is a premier learning community that transforms lives to create an engaged and inclusive society.

Philosophy

Anne Arundel Community College strives to embody the basic convictions of our country's democratic ideal: that individuals be given full opportunity to discover and develop their talents and interests; to pursue their unique potentials; and to achieve an intellectually, culturally and economically satisfying relationship with society.

Nondiscrimination Statement

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

Diversity Statement

Anne Arundel Community College values diversity among its students, faculty, and staff as well as within our local, national, and global communities. We are committed to creating and

sustaining an environment that is welcoming, inclusive, respectful and free from discrimination, intolerance and harassment. We prioritize recruiting, retaining, and supporting a diverse student population and a diverse workforce. We believe that the study of diversity is an essential part of contemporary education. Our students study how ideas about diversity are shaped by culture, affect the way people think and live, and depend on complex systems of power and privilege.

Goals and Accomplishments

Anne Arundel Community College achieved several goals for the 2015-2016 academic year. Major achievements include the following:

- Received three national awards on diversity
- Increased support services for underrepresented students
- Offered major trainings and workshops on diversity and inclusion
- Implemented a pilot Faculty Diversity Fellows program
- Launched an Intergroup Dialogue initiative
- Included equity and inclusive excellence as central tenets of the new strategic plan (see Appendix A)
- Participated in year one of AAC&U project, *Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success* (see Appendix B)

2. Efforts to Increase Numerical Representation of Traditionally Unrepresented Groups

College Workforce

AACC remains committed to increasing the diversity of its workforce (See Tables 1 and 2). 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: TOTAL WORKFORCE BY GENDER (2011-2015)										
	2011		2012		2013		2014		2015	
	#	%	#	%	#	%	#	%	#	%
Male	796	37%	776	37%	774	38%	717	37%	716	37%
Female	1,336	63%	1,343	63%	1,282	62%	1,228	63%	1,223	63%
Total	2,132	100%	2,119	100%	2,056	100%	1,945	100%	1,939	100%

TABLE 2: TOTAL WORKFORCE BY RACE/ETHNICITY (2011-2015)										
GRAND TOTAL	2011		2012		2013		2014		2015	
	#	%	#	%	#	%	#	%	#	%
White	1,732	81%	1,721	81%	1,653	80%	1,554	80%	1,544	80%
Black/African American	260	12%	248	12%	249	12%	240	12%	254	13%
Hispanic/Latino	31	1%	35	2%	45	2%	48	2%	46	2%
Asian	56	3%	65	3%	65	3%	58	3%	65	3%
American Indian	5	<1%	6	<1%	6	<1%	5	<1%	5	<1%
Native Hawaiian	<5	<1%	<5	<1%	<5	<1%	<5	<1%	<5	<1%
Multi-Race	12	1%	15	1%	15	1%	16	1%	0	0%
Unreported	28	1%	23	1%	21	1%	19	1%	24	1%
Non-Resident Alien	6	<1%	<5	<1%	0	0%	<5	<1%	0	0%
Total	2,132	100%	2,119	100%	2,056	100%	1,945	100%	1,939	100%

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. In addition, the HR staff attends job fairs at various locations to increase our recruitment pool diversity related to race, disability and veteran status.

HR continues to expand the college’s focus on policies and practices that support diversity. 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.

This past year, HR has begun implementation of a HireTouch, an improved applicant tracking software system. Complete implementation will occur by November 1, 2016 and will allow better reporting of our applicant pool sourcing. In addition, HR provides mandatory sexual assault awareness, sexual harassment and diversity training on line for all employees. New face to face training opportunities will be available to promote cultural competency. Further, HR worked collaboratively with the President, Vice Presidents, and the Chief Diversity Officer to identify and develop a number of new programs and initiatives to promote diversity and equal opportunity in the search and hiring process.

Among one of the programs worth highlighting from the past year is the faculty fellows program. This year-long piloted apprenticeship for aspiring faculty of color was a collaborative effort between the Chief Diversity Officer, the Executive Director for Human Resources, and the Vice President for Learning, with generous support from the AACC Foundation Board. Fellows receive valuable teaching and learning professional development experience while providing

service to the diversity office as well as the college. They also receive mentoring from full-time experienced faculty at the college. The aim of the program is that the fellows will apply for full-time positions based on eligibility and availability, thereby increasing the number of underrepresented faculty at the college. Furthermore, participants receive the distinction of being named a fellow—whether they apply for positions at Anne Arundel Community College or elsewhere.

Three adjunct faculty and two faculty mentors were selected to participate in the program this year.

Student Enrollment

AACC remains committed to increasing the number of students from minority backgrounds (See Table 1 and Figures 1 and 2). The college continues to identify and develop specific strategies through: the Strategic Plan; its partnerships with the Association of American Colleges and Universities (AAC&U) and Achieving the Dream (AtD); and the development of the Strategic Enrollment Management committee.

Table 3 Race/Ethnicity of Credit Students Fall 2010 - Fall 2015														
	2010		2011		2012		2013		2014		2015		% Change 2014- 15	5-Year % Change
	#	%	#	%	#	%	#	%	#	%	#	%		
White	10,830	61.3%	10,929	60.9%	10,904	61.8%	10,126	61.5%	9,342	61.2%	8,821	60.1%	-5.6%	-18.6%
Black/ African American	2,857	16.2%	3,238	18.0%	3,144	17.8%	2,800	17.0%	2,555	16.7%	2,472	16.8%	-3.2%	-13.5%
Hispanic/ Latino	649	3.7%	792	4.4%	870	4.9%	963	5.8%	916	6.0%	972	6.6%	6.1%	49.8%
Asian	591	3.3%	607	3.4%	644	3.6%	601	3.7%	583	3.8%	558	3.8%	-4.3%	-5.6%
American Indian/ Alaska Native	90	0.5%	95	0.5%	90	0.5%	82	0.5%	84	0.5%	60	0.4%	-28.6%	-33.3%
Native Hawaiian/ Pacific Islander	27	0.2%	39	0.2%	51	0.3%	45	0.3%	42	0.3%	42	0.3%	0.0%	55.6%
Multi-Race	169	1.0%	265	1.5%	340	1.9%	469	2.8%	480	3.1%	541	3.7%	12.7%	220.1%
Unreported	2,273	12.9%	1,821	10.1%	1,461	8.3%	1,232	7.5%	1,133	7.4%	1,072	7.3%	-5.4%	-52.8%
Non US Citizen	179	1.0%	171	1.0%	146	0.8%	145	0.9%	139	0.9%	151	1.0%	8.6%	-15.6%

Anne Arundel Community College, Fall 2015 Credit Enrollment Facts and Trends
Excludes Non US Citizens

PRIA

Figure 1
Number and Percentage of Credit Minority Students

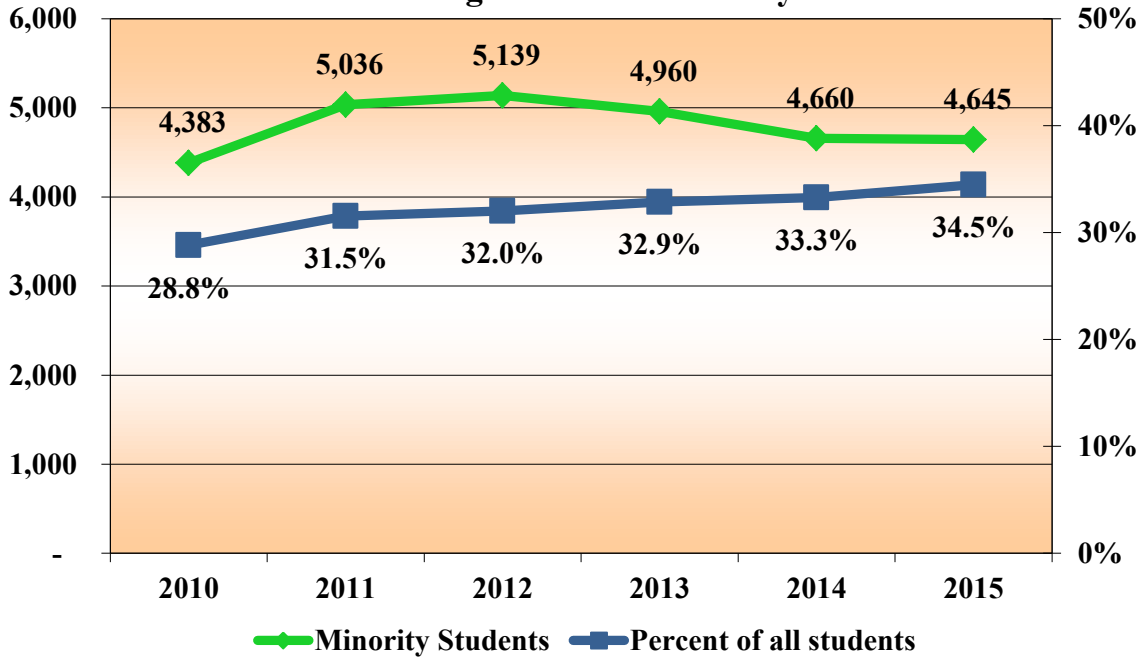
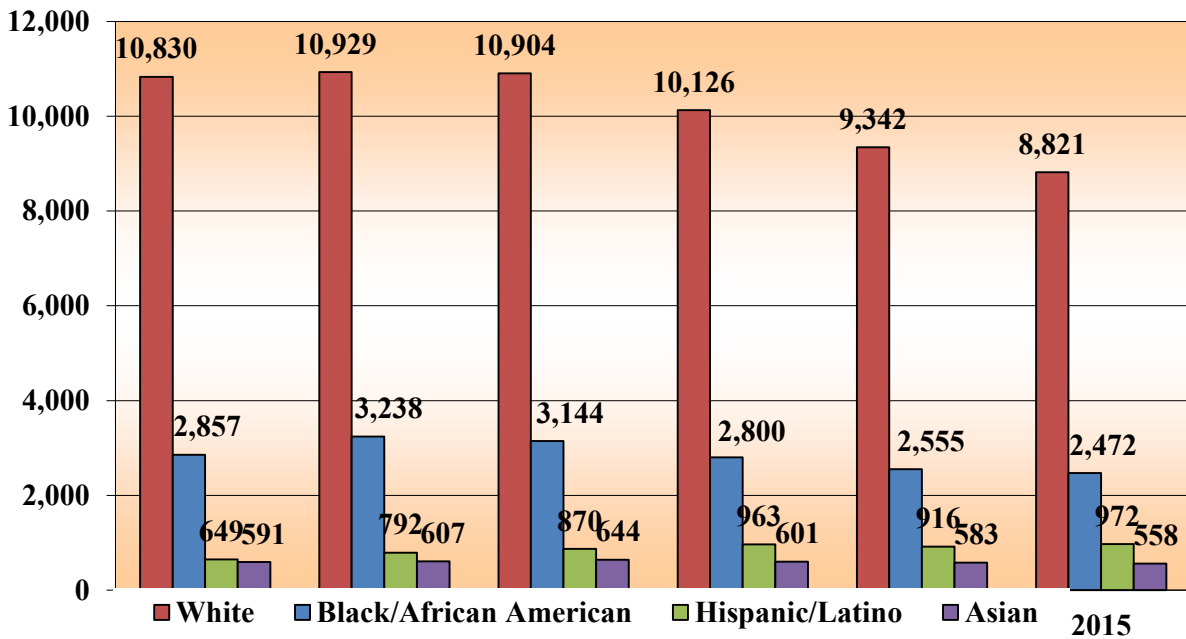


Figure 2
Number of Credit Students by Race/Ethnicity
Fall 2010 - Fall 2015



Engagement Matters

Student access and student success have always been central to the mission of the country's community colleges. Under the leadership of President Dawn Lindsay, AACC has embarked on the development and implementation of *Engagement Matters: Pathways to Completion*, the college's new strategic plan; an initiative designed to increase retention and completion for all students (see Appendix A). Following President Obama's call to action in 2011 through the *American Graduation Initiative*, AACC established the completion goal of doubling the number of credentials awarded to students by 2020. Although the college has made significant progress toward attaining this goal, no equity goals were associated with increasing completion goals, and equity gaps still persist. In partnership with the Association of American Colleges and Universities (AAC&U), AACC's *Campus Action Plan* (included in Appendix B) will connect specific interventions with course completion goals, and in the process, make equity a central tenet of achieving these goals.

The Campus Action Plan sets out the framework for ensuring that the college's overarching goals of increasing retention and completion via *Engagement Matters: Pathways to Completion* simultaneously focuses on equity and narrowing achievement gaps in course success, retention, and completion. Therefore, the institutional goal is to increase completion by transforming the culture of the institution to ensure equity and that the college remains student-ready and committed to academic excellence.

Student Achievement and Success Program (SASP)

SASP's collaboration and outreach continues to extend beyond currently enrolled students to include work with first generation high school students at two Anne Arundel County Public High Schools; Meade and North County. In its inaugural year over 52% of the targeted North County High School enrolled at AACC during the fall 2015. During the 2015-2016 the AACC Transition Advisor, in conjunction with the high school counselors, identified 80 students to participate in successful early intervention activities. These activities include focus groups, multiple financial aid completion sessions, trouble-shooting admission issues such as unaccompanied youth/homelessness with a campus visit to AACC that included interactions with currently enrolled students and faculty who spoke about the college experience. SASP and financial aid staff will continue follow up activities with students over the summer to assist with matriculation and connection to support services.

As a result of the positive outcome, a Summer Bridge Program at Arundel Mills was piloted summer 2015 through the support of a Maryland Access Challenge Grant that included transportation, often a barrier for participating in summer transitional programs. The Grant ended April 2015 but due to the success of the Arundel Mills Bridge program, SASP continued to provide the program during 2016. The college's strategic plan, *Engagement Matters: Pathways to Completion*, has identified the scaling of SASP services as an initiative to address academic success and completion for all students. The Black Male Initiative developed additional community partnerships with Annapolis chapters of Kappa Alpha Psi, Omega Psi Phi fraternities

and African American International Black Males with BMI receiving additional support through the college's Equity plan.

As previously discussed, the strategic plan milestones of engagement and entry, progress, and completion help to both chart students' progression from entry to completion, and measure the effectiveness of high-impact practices in increasing student success, while simultaneously reducing achievement gaps. The plan will include initiatives to scale SASP. This integration provides the means for the college to assess overall college retention and course completion and, more importantly, to close or eradicate achievement gaps among the student demographics.

Achieving the Dream

The college adopted the framework provided by Achieving the Dream for its strategic plan, and as such seeks to improve student success among low-income students and students of color. AACC is committed to minority student success and achievement and has multiple exemplary programs in place, including the Student Achievement and Success Program (SASP), First-Year Experience (FYE), Black Male Initiative (BMI) and the Adelante Bridge Program for Latino/Latina students. Since 2002, 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 and study strategy workshops, cultural activities, college visits, informal interactions with faculty and staff, academic monitoring and incentive scholarships. SASP enrollment continues to increase with over 1,000 participants served during the 2015-2016 academic year.

The previously referenced *Campus Action Plan* addresses equity by focusing on increasing student success in developmental mathematics and three highly-enrolled gatekeeper courses that exhibit some of the institution's widest achievement gaps. Developmental math and the three courses were selected not only because of the equity gaps exhibited, but also because they collectively serve as highly-enrolled gatekeeper courses for students in various programs of study. This work aligns with AACC's Achieving the Dream (AtD) focus on increasing student success in developmental courses, establishing and increasing student success in gatekeeper courses, and equity.

Disability Services

AACC's Disability Support Services office provides a range of accommodations to ensure that students with disabilities have equal access to educational opportunities. Efforts are underway to increase closed-captioning, transcripts and image description services next year.

Military and Veteran Services

AACC provides opportunities for military, veterans and dependents to achieve their academic, professional, and personal enrichment goals. A Veterans Retention Advisor serves as the initial point of contact for prospective and returning military/veteran students and their family members. The location of the Military Veteran Resource Center was relocated to the Truxal Library which places it in the center of other support services and the space was renovated to provide an aesthetically appealing therapeutic quiet space as well as a study area. The center is staffed by student veterans who are able to respond to questions from military personnel and veterans.

In addition, a college-wide council, that includes community members and veteran students, was established to engage the college community in a dialogue and process to develop programs and services to increase access to and success in postsecondary education for active military, veterans and their families. To further assist military and veteran students, the college established a Veterans Ambassador Program, signed a Memorandum of Understanding (MOU) with the Annapolis Vet Center to offer counseling services on campus, and developed a student organization to unite veteran students and non-veteran students. The organization meets regularly during the academic year and hosts a variety of events to enhance the lives and educational experiences of students. Partner institutions all exhibit a strong commitment to diversity with inclusion in their strategic plans.

3. Efforts to Create Positive Interactions and Cultural Awareness

Leadership

Chief Diversity Officer

AACC hired the first chief Diversity Officer in July 2014 and a number of activities have been undertaken that include: completing the goals of the former Diversity Plan; working with Human Resources to address diversity and equal opportunity in the search and hiring process; securing funding for a Diversity Faculty Fellows Program; working with Facilities and Student Services to implement gender neutral/ADA accessible restrooms on the Arnold campus; working with the Registrar and the Dean for Learning Advancement and the Virtual Campus to develop a preferred nickname protocol for students; serving as a member of the college's equity and leadership teams as an institutional partner of the national Achieving the Dream; developing partnerships with various members of the college and local community; launching a campus-wide Intergroup Dialogue Initiative, and working with the Diversity Committee to establish a formal name for the diversity operation. Additionally, the Chief Diversity Officer has served on a number of college committees to address issues of diversity, equity, and inclusion. Selected committee participation included the Violence Against Women Act (VAWA) Taskforce, the Bias Response Team Exploratory Committee, the Year of Social Justice Planning Committee, and the College Vision and Mission Committee.

Over the past year, the Chief Diversity Officer identified a team of 10 faculty and staff members that authored and submitted an application to INSIGHT Into Diversity’s Annual Higher Education Excellence in Diversity (HEED) Award. The HEED Award is the only award in the nation to recognize colleges and universities for their diversity efforts. The college received, and was presented with this prestigious award by Lenore Pearlstein, co-editor of INSIGHT Into Diversity at the fall convocation in August 2015. In addition, the college received recognition as a “Diverse Institution” Award from Minority Access, Inc.; and received both 2015 Regional, and National Equity and Diversity Award from the Association of Community College Trustees (respectively), for its exemplary efforts to increase diversity on campus as well as the community. Finally, the college was selected as one of twelve institutions as part of the Association of American Colleges and Universities *Committed to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success* initiative.

The Office of Inclusion, Diversity, Equity, Access, and Leadership (IDEAL)

The Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL) fosters a community of inclusive excellence, works to remove barriers for historically underrepresented groups, serves to build and strengthen partnerships with diverse organizations and agencies in the community, and promotes intercultural relations and cultural competency in order to sustain an inclusive learning and working environment.

The Diversity Committee

In collaboration with the Chief Diversity Officer, the Diversity Committee is responsible for managing the College’s comprehensive diversity plan and provides student groups with monetary incentives to support diversity events and activities. The Diversity Committee membership represents multiple areas of the college including students, faculty and staff whose specialties range from direct support to administrative responsibilities.

Programs and Initiatives

AAC&U Equity Project

Anne Arundel Community College was one of twelve schools selected nationally to participate in a two-year grant funded project entitled: *Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success*. The purpose of the project is to:

- Increased student access to and participation in high-impact practices.
- Increased course completion, retention, and graduation rates for low income/ Pell, first-generation, adult learners and/or minority students.
- Increased achievement of learning outcomes for underserved students using direct assessment measures.
- Increased student understanding of guided learning pathways that incorporate

HIPs and the value to workforce preparation and engaged citizenship (i.e. completion with a purpose).

Cultural Heritage Programs

The college holds a number of activities and events in celebration of various cultural heritages for members of the campus and local community. Events include: Hispanic Heritage Month, Disability Awareness Month, National Coming Out Week, Veteran's Day, MLK Jr. Breakfast, Black History Month, Women's History Month, and Irish History Month.

Curriculum Transformation Project

As part of its annual Diversity Institute, The Curriculum Transformation Project hosted a three day session on "Seeking Social Justice for Baltimore" on May 23-26, 2016. There were a total of 22 faculty and staff in attendance. An excerpt from the Institute included the following:

"The killing of Freddy Gray and the protests and unrest that followed brought Baltimore's story into the national dialogue. We think it's important to give our students the opportunity to think through the complex historical, social, and economic variables that led to this moment. Therefore, the goal for this year's Diversity Institute is for participants to create a comprehensive learning project or activity focused on Baltimore for use in an existing course, or for use as a co-curricular or extracurricular activity. All faculty and staff are welcome and encouraged to participate. Participants may choose to work individually, or team up with another participant. Our hope is that by educating ourselves and our students about social injustices in Baltimore, we will collectively create a community who will make positive change. "

Interfaith Services

The Interfaith Services Program was established to provide opportunities for members of the college community to fellowship with-and participate in religious and faith-based services sponsored by various religious groups and leaders at the local, county, and national level. Interfaith Affiliates, under the supervision of the CDO, will be responsible for providing programs including: Special prayer services and religious observances, individual and group services, guest lectures, intergroup dialogues, soul café's, and trips to various sites and places of worship.

Meeting of the Minds

In 2015 the Division of Learning launched this new programmatic initiative meant to showcase the intellectual expertise of our faculty and staff while providing a space for students, faculty, and staff to reflect on topics in culture regarding diversity. The program consists of a series of

panels comprised of AACC faculty and staff who are experts in their chosen topics. Sessions are structured so that experts will offer their points of view briefly, and then allow time for discussion with audience members. There were approximately 50 students, faculty, and staff in attendance at each of the sessions. This year's program included sessions on a wide variety of topics and current events such as *Kaitlyn Jenner*, *Donald Trump and the Presidential Election*, *Police*, *"Friend or Foe"*, *Do Guns Make Us Safe?*, and *Discrimination Against People Labeled "Obese"*.

4. Campus Process for Reporting Hate-Based Crimes

For 2015, no hate crimes were reported. There was one incident of domestic violence, one incident of indecent exposure, and one incident of fondling. The college's annual security report can be accessed at www.aacc.edu/publicsafety.

**ANNE ARUNDEL COMMUNITY COLLEGE
2016 ANNUAL CULTURAL DIVERSITY REPORT**

APPENDIX A

**ENGAGEMENT MATTERS: PATHWAYS TO COMPLETION
FY 2017 - 2020**

Engagement Matters: Pathways to Completion
FY 2017-FY 2020

Institutional Goal: Increase completion by transforming the culture of the institution to ensure equity and that the college remains student-ready and committed to academic excellence.

Goal: ENGAGEMENT & ENTRY: Increase connection and enrollment of all students through a college-wide emphasis on equity, student success, and academic excellence.

Objectives:

- Engage all students from entry to the first day in class.
 - Implement mandatory new student orientation.
 - All award-seeking students will complete an academic plan prior to registration.
 - Implement areas of academic focus.
- Improve recruitment and entry experience for students to increase enrollment.
 - Re-engineer application and registration processes.
 - Overhaul and re-launch college website.
 - Identify and implement a plan that results in an increase in the number of nontraditional age students who apply and enroll.
- Engage internal and community stakeholders to increase college readiness.
 - Expand and enhance dual enrollment offerings with Anne Arundel County Public Schools.
 - Scale Accuplacer preparation programs to reduce number of developmental courses needed by incoming students.
 - Secure external resources that support student success initiatives.

Goal: PROGRESS: Increase progress of all students through a college-wide emphasis on equity, student success, and academic excellence.

Objectives:

- Increase student engagement with faculty, staff, and resources by leveraging technology.
 - Implement and use student planning module to increase (1) use of academic plans and (2) student engagement with faculty, staff, and resources and (3) career exploration opportunities.
 - Redesign the faculty referral and early alert system.

- Focus on teaching excellence to implement college-wide professional development opportunities.
 - Eradicate achievement gaps at the course level.
 - Increase gatekeeper course success rates.
- Scale up and develop programs college-wide to increase progress toward completion.
 - Implement developmental education pathways.
 - Scale Student Achievement and Success Program (SASP).

Goal: COMPLETION: Increase completion of all students through a college-wide emphasis on equity, student success, and academic excellence.

Objectives:

- Use data regarding entry, progress and completion to scale programs that advance students toward completion, transfer, licensure, certification and/or job placement.
 - Develop, implement, and scale college-wide programs to track post-completion placement.
- Build internal bridges to fulfill and operationalize a continuum of learning.
 - Develop credit on-ramps for students exiting noncredit programs.
- Build a community of inclusive excellence that promotes success for all students.
 - Establish a college-wide framework that intentionally addresses issues of diversity, equity and inclusion.

**ANNE ARUNDEL COMMUNITY COLLEGE
2016 ANNUAL CULTURAL DIVERSITY REPORT**

APPENDIX B

AAC&U EQUITY PROJECT CAMPUS ACTION PLAN

***Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success
Anne Arundel Community College Action Plan***

CAMPUS ACTION PLAN GOALS

Campus actions plans should work toward the following measureable goals to advance equity in student learning and success:

- Increased student access to and participation in high-impact practices
- Increased course completion, retention, and graduation rates for low-income, first-generation, adult learners and/or minority students
- Increased achievement of learning outcomes for underserved students using direct assessment measures
- Increased student understanding of guided learning pathways that incorporate high-impact practices and the value to workforce preparation and engaged citizenship (i.e., completion with a purpose)

INSTITUTION’S PROJECT DESCRIPTION THAT ADDRESSES THE FOUR GOALS LISTED ABOVE

Please explain how the proposed campus project aligns with the institution’s strategic vision for student learning and success.

Anne Arundel Community College’s (AACC) Campus Action Plan aligns with the college’s commitment to provide a seamless and structured educational experience. Dr. Dawn Lindsay, President, recently charged our institution with implementation of *Pathways to Completion at AACC* over the next three to five years to help increase retention and completion for all students. Following President Obama’s call to action in 2011 through the *American Graduation Initiative*, AACC established the completion goal of doubling the number of credentials awarded to students by 2020 to 3,180. Although the college has made significant progress toward attaining this goal, no equity goals were associated with increasing completion goals, and equity gaps still persist. AACC’s Campus Action Plan will connect specific interventions with course completion goals, and in the process, make equity a central tenet of achieving these goals.

Pathways to Completion at AACC, including the milestones of connection, entry, progress and completion will help shape the college’s “blueprint for change” as identified in the American Association of Community College’s 2014 report, *Empowering Community Colleges to Build the Nation’s Future* (pp. 11-12). The alignment of high-impact practices and the Pathway milestones will support student success from connection through to completion. Framing the “strong start semester” for all new students at AACC will be the combination of three high-impact practices: mandatory orientation, timely registration and academic goal setting and planning. Other high-impact practices that will be scaled in Pathways include: Faculty Referral and Early Alert System; Teaching and Learning Center; Accelerated Developmental Education; and Implementation of New Course and Program Assessment.

This Campus Action Plan sets out the framework for ensuring that the college’s overarching goals of increasing retention and completion via *Pathways to Completion at AACC* simultaneously focuses on equity and narrowing achievement gaps in course success, retention and completion.

EQUITY GOALS BASED ON PROJECT OBJECTIVES

The Pathway milestones of connection, entry, progress, and completion help to: (i) chart students’ progression from entry to completion, and (ii) measure the effectiveness of high-impact practices in increasing student success, while simultaneously reducing achievement gaps. This integration provides the means for the college to assess overall college retention and course completion and, more importantly, to close or eradicate achievement gaps among the student demographics noted in the tables below.

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This Campus Action Plan addresses equity by focusing on increasing student success in: (i) developmental mathematics and (ii) three highly-enrolled, general education courses that exhibit some of the institution’s widest achievement gaps. Developmental math and these three courses were selected not only because of the equity gaps exhibited, but also because they collectively serve as highly-enrolled gatekeeper courses for students in various programs of study. As such, this work aligns with AACC’s Achieving the Dream (AtD) focus on (i) increasing student success in developmental courses, (ii) establishing and increasing student success in gatekeeper courses, and (iii) equity.

This plan proposes to reduce equity gaps at two milestones: i) completion of developmental mathematics, and ii) completion of gatekeeper courses: Business & Its Environment (BPA 111) – 3 credit hours; Introduction to Psychology (PSY 111) – 3 credit hours; Fundamentals of Biology (BIO 101) – 4 credit hours. The data provided below identifies equity gaps in course completion for developmental mathematics and the three targeted high-enrolled gatekeeper courses exhibiting significant equity gaps by race.

The Mathematics Department has undertaken projects to provide students with opportunities to avoid or accelerate through required developmental coursework. In mathematics, students can: complete more than one developmental course in a single semester or co-enroll in accelerated intermediate algebra and college algebra (for STEM track) or elementary statistics (for non-STEM track) in a single semester. The pilot programs have seen student success as evidenced by comparing student outcomes in Tables 1 (traditional courses) and 2 (accelerated courses). Course success rates are much higher for all students in the accelerated mathematics pilot (Table 2 - MAT 013B, non-STEM track) and significantly, the equity gap was eliminated for this course. AACC will scale the number of accelerated mathematics courses offered to students, increasing both access and success in them, with a special attention to equity gaps in MAT 013A, Accelerated Intermediate Algebra for STEM students.

i) Entry Milestone: Completion of Developmental Mathematics

Table 1: Fall 2015 Outcomes in Traditional Developmental Mathematics Courses									
	Race Ethnicity	# enrolled	# with A-C grades	Course Success Rate	Negative Course Gap	Course Success Gap	# of additional students to close gap by 2%	# of additional students to close gap by 5%	# of additional students needed to close gap entirely
MAT010 Pre-algebra (traditional)	African American	136	57	42%	YES	-13%	3	7	18
	Asian	3	1	33%	YES	-22%	1	1	1
	Hispanic	29	18	62%					
	White	194	122	63%					
	Course level	407	224	55%					
MAT011 Beginning Algebra (traditional)	African American	263	129	49%	YES	-8%	5	13	21
	Asian	24	15	63%					
	Hispanic	69	34	49%	YES	-8%	1	3	5
	White	565	334	59%					
	Course level	1,042	593	57%					
MAT012 Intermediate	African American	219	61	28%	YES	-13%	5	12	64

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Algebra (traditional)	Asian	40	27	68%					
	Hispanic	90	40	44%					
	White	645	288	45%					
	Course level	1,131	469	41%					

Table 2: Fall 2015 Outcomes in Accelerated Developmental Mathematics									
	Race Ethnicity	# enrolled	# with A-C grades	Course Success Rate	Negative Course Gap	Course Success Gap	# of additional students to close gap by 2%	# of additional students to close gap by 5%	# of additional students needed to close gap entirely
MAT013A Accelerated Intermediate Algebra (STEM Track)	African American	13	6	46%	YES	-31%	1	1	4
	Asian	9	6	67%	YES	-10%	1	1	1
	Hispanic	14	12	86%					
	White	80	62	78%					
	Course level	133	102	77%					
MAT013B Accelerated Intermediate Algebra (Statistics Track)	African American	72	56	78%					
	Asian	9	8	89%					
	Hispanic	21	20	95%					
	White	198	151	76%	YES	-2%	3		3
	Course level	340	266	78%					

ii) Progress Milestone: Completion of first year college gatekeeper courses after completion of developmental courses within two years of entry

Table 3: Fall 2015 Course Outcomes in Gatekeeper Courses								
	Race Ethnicity	# enrolled	# Successful (A-C)	% Successful	Course Success Gap	# of additional students to close gap by 2%	# of additional students to close gap by 5%	# of additional students needed to close gap entirely
PSY111	African American	279	165	59%	-12%	5	14	33
	Asian	55	40	73%				
	Hispanic	117	84	72%				
	White	818	615	75%				
	Total Enrolled	1431	1023	71%				
BPA111	African American	81	56	69%	-7%	2	4	6

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Table 3: Fall 2015 Course Outcomes in Gatekeeper Courses								
	Race Ethnicity	# enrolled	# Successful (A-C)	% Successful	Course Success Gap	# of additional students to close gap by 2%	# of additional students to close gap by 5%	# of additional students needed to close gap entirely
	Asian	18	13	72%	-4%	1	1	1
	Hispanic	31	24	77%				
	White	284	220	77%				
	Total Enrolled	478	363	76%				
BIO 101	African American	101	51	51%	-13%	3	5	14
	Asian	28	20	71%				
	Hispanic	56	37	66%				
	White	355	231	65%				
	Total Enrolled	627	399	64%				

TARGETED INTERVENTION STRATEGIES TO ACHIEVE THE FOUR EQUITY GOALS

1. The following interventions address the Campus Action Plan goals of increased student access to and participation in high-impact practices and increased course completion for minority students.

➤ *Scale Accelerated Mathematics Developmental Education*

To increase student success in the developmental sequence, an intentional, collaborative effort between and among faculty and administrators in Learning and Learner Support Services will take place. Currently, AACC is successfully implementing accelerated developmental mathematics education courses. AACC will scale the number of accelerated courses offered to students, increasing both access and success in them.

➤ *Scale Best Practices for Decreasing Achievement Gaps in Gatekeeper Courses via the Teaching & Learning Center*

To increase student success and decrease equity gaps in gatekeeper courses, an intentional effort to pilot culturally responsive teaching pedagogies with faculty teaching BPA 111, PSY 111 and BIO 101 will be a focus of the Campus Action Plan. Connections and collaboration will be maintained through year-long engagement with the newly-established Teaching and Learning Center to continue to explore best practices for culturally-responsive and equity-minded instructional strategies.

➤ *Equity Resource Team (ERT) Initiative*

Making AACC a more inclusive and equitable institution depends in critical ways on the relationships that are fostered and sustained both within, and outside the college. The connection with recruiting and retaining diverse students, staff-members and faculty is quite apparent, but such "pipelines" will not be established unless the college is actively engaged with diverse communities. In order to achieve

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this, there is a need to promote on-going, college-wide discussion about the ways we engage, teach, and support underrepresented and underserved populations. This Campus Action plan proposes the development of an annual equity symposium and an equity-specific teaching and learning institute.

The annual equity symposium provides an opportunity to promote cross-cultural understanding while addressing the needs of faculty, staff, and students who are interested in and committed to advancing mutual understanding and cultural competence. The symposium will be comprised of a key note presentation and a number of concurrent break-out sessions that will: educate participants on issues of diversity, equity, and inclusion; engage participants in multimodal learning activities to create a heightened awareness of how historical, social, and structural dimensions affect contemporary intergroup relations; and empower participants to develop an equity mindset.

The equity-specific teaching and learning institute will provide a unique approach to teacher education that promotes cultural awareness and competency for faculty while promoting an inclusive and successful learning environment for all students. In addition to challenging participants to engage in the praxis of teaching and scholarship, participants will work in teams to share ideas, build new skills, cultivate partnerships in teaching and learning, and explore and test multiple teaching strategies that engage and assess diverse student populations.

2. The following interventions address the Campus Action Plan goal of increased achievement of learning outcomes for underserved students using direct assessment measures:

➤ *Course and Program Assessment Incorporating an Equity Lens*

AACC has a system in place for assessing institutional outcomes over five years. However, the mechanism for ‘closing the loop’ with the data that is collected has been relatively absent. Moreover, a systematic process for assessing course and program outcomes must be developed. Currently a process for assessing outcomes at the course, program, and institutional level is being vetted throughout the campus community. We look for that process to be implemented in fall 2016, and to incorporate disaggregated data and subsequent, required action plans for faculty and administrators from all departments to narrow achievement gaps.

Courses with significant equity gaps have been identified for reducing achievement gaps over the next two academic years: developmental mathematics, BIO 101, BPA 111, and PSY 111. This strategy will make use of two initiatives currently underway at the college. First, using the course assessment process to be implemented in fall 2016, faculty teaching the identified courses, and who are participating in the equity-specific teaching and learning initiative, will examine the course outcomes where students struggle, and adjust instruction accordingly.

Note that the long term goal is to establish a team comprised of the Teaching and Learning Center staff and participants to develop a professional development course on culturally responsive teaching. AACC has faculty and staff experts who have researched manners in which specific feedback on student work can validate or invalidate specific demographics of students. AACC leadership will then consider policies to scale the practice to all faculty members teaching sections of these courses and others.

➤ *Establish Equity-Focused Data Dashboards*

AACC will develop interactive dashboards for the courses and content areas of focus in this Campus Action Plan. These dashboards will be accessible through the college portal. The data for these dashboards will be updated to allow tracking by term and will compare the targets set to those achieved. AACC will begin in fall 2016 to report performance gaps by Pell status and first generation

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status. These two areas required detailed review of our college data collection processes. This is seen as a definite value-added to our current data summary toolbox. AACC will expand this equity gap analysis approach for all developmental education and college level courses. Each term a special report will be developed and disseminated to the Deans, providing detail of course outcomes by race/ethnicity.

The college has already been using a version of the gap analysis methodology in our campus discussions. This will continue and the gap analysis will be incorporated into additional campus reporting on courses outcomes, completion, and financial aid awards. The intent is that the focus on achievement gaps will be inescapable for the college community.

3. The following intervention in Pathways to Completion at AACC addresses the goal of increased student understanding of guided learning pathways that incorporate high-impact practices and the value to workforce preparation and engaged citizenship (i.e., completion with a purpose):

➤ *Enhance the Black Male Initiative (BMI) Program at AACC*

The BMI program is designed to address the needs and challenges that face black males who attend AACC. It aims to build community and connect students with support services and resources within the college and the community. Students currently have the opportunity to receive financial incentives; participate in roundtable forums, leadership retreats and an annual BMI summit; understand life skills as they pertain to obtaining a degree and a professional career; network with AACC staff, administration and faculty; and mentor campus peers.

AACC's Campus Action Plan proposes to conduct the following activities to enhance and support BMI:

- Create and sustain a robust dedicated internship program through the college's Employment Services office;
- Double the number of community stakeholder participants to create opportunities for job shadowing in fast growing career fields;
- Create and sustain a mentoring program designed to partner with a community member employed in the student's chosen career field;
- Set aside funding to create and sustain an "Earn and Learn" program, designed to provide BMI participants the opportunities to earn income while learning key skills in their career of interest.

BARRIERS TO ACCOMPLISHMENT

- Gaining cultural momentum
- Institutional cultural/resistance to change
- Budget restrictions due to decrease in enrollment and federal and state funding
- Unfunded federal and state mandates
- Space restrictions

OPPORTUNITIES FOR SUPPORT

- Support from Board of Trustee members concerned about equity gaps
- Two committees are currently working to establish the course assessment process at AACC
- Goals support the work of the Strategic Plan, AtD, and the Chief Diversity Officer Operating Plan
- Planning is underway to utilize Ellucian's Student Planning Module
- Faculty and administrative leaders knowledgeable about equity and inclusion who can serve as

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- strong advocates or champions for institutional transformation
- Support from key executive leaders to advocate for reallocation of funds; as well as, support to discontinue practices that negatively impact educational equity
- Support from student leadership (Student Government Association and the Advisory Council)

ENGAGEMENT PLAN FOR STAKEHOLDERS

- Embed the Campus Action Plan into the college’s FY 17-20 Strategic Plan: *Engagement Matters: Pathways to Completion* to institutionalize equity and inclusion
- Participate in town hall meetings and other information sessions sponsored by the Strategic Planning Council allowing the equity team opportunities to disseminate project information to stakeholders, including student leaders
- Utilize social media platform to inform the college community of ongoing activities
- Provide regular “data alerts” on assessment of activities
- Conduct presentations to key constituency groups such as the Board of Trustees, President/Vice Presidents (PVP), Academic Council, Administrative Staff Organization (ASO), Committee Advisory to the President(CAP), The Faculty Organization (TFO), Professional and Support Staff Organization (PSSO), and the Diversity Committee; and identify possible collaborations on the equity plan activities to build buy-in and engagement

COMMUNICATION STRATEGY

- Develop webpage and social media platform
- Regular updates to key constituency groups and student government
- Dialogues with academic departments and administrative offices (e.g. faculty and staff meetings)
- Equity dashboards communicated with the campus-wide community

TEAM ACTIONS AND TIMELINE

Action	Purpose/Details	When
Equity Resource Team	Establish an equity-specific teaching and learning institute for faculty teaching in the identified gatekeeper courses. Introduce concepts of educational equity and inclusion; examine achievement gaps that exist at AACC within their courses. Introduce culturally-responsive pedagogies. Develop strategies to implement culturally-responsive teaching in BIO 101, BPA 111, and PSY 111 Utilize resources of the Minority	Spring 2016

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Action	Purpose/Details	When
	Male Community College Collaborative (M2C3) project to support these efforts.	
Establish an Annual Equity Symposium	<p>Establish a deliberate, consciousness-raising program for faculty and staff regarding equity on campus.</p> <p>Introduce the concept of educational equity and inclusion; examine achievement gaps that currently exist across the country and at the college.</p> <p>Begin discussions on campus of cultural barriers for low-income, first-generation, adult learners and minority students.</p>	Fall Convocation, August 2016
Establish equity dashboards to utilize across the college	Provide regular “data alerts” on assessment of activities and equity gaps	Fall 2016
Develop equity-minded key performance indicators, and embed new assessment strategies into the strategic plan and, by extension, the enrollment management plan, and AtD interventions	<p>Review all current Planning, Research, and Institutional Assessment (PRIA) reporting and assure that race/ethnicity/Pell and gender are included in all reports on enrollment, completion, retention, financial aid receipt and course completion with a focus on equity gaps and action indicators.</p> <p>Establish a course assessment process that is equity-inclusive and produce actionable data regarding student learning that is disaggregated by race, gender, and low-income/Pell</p>	Fall 2016

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Action	Purpose/Details	When
	status.	
Create a strong-start semester where all students set reasonable goals and create academic plans for completion through mandatory orientation, mandatory advising, and on-time registration	Implement a process where students identify programs of study and courses within these (high-impact practices).	Fall 2016
Scale accelerated developmental mathematics education programming	<p>Establish appropriate policies to scale AACC's successful accelerated developmental education programming in mathematics.</p> <p>Establish a communication plan in collaboration with Learner Support Services (registration, advising, testing, off-site coordinators).</p> <p>Review current and needed resources to scale efforts, including human, technology, and space resources, and make budget requests as appropriate.</p>	Fall 2016 – Spring 2017
Enhance the Black Male Initiative	<p>Identify the BMI participants' programs of study and those who are undecided.</p> <p>Connect with Career Services to provide comprehensive career development sessions to ascertain career aspirations and enhance soft skills developments</p> <p>Work with Employment Services and the Foundation Office to identify key community residents who are African American men, employed in career fields of interest to the BMI participants and create a mentoring program</p>	Spring 2016-2017

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Action	Purpose/Details	When
	<p>and job shadowing activities; also collaborate with Employment Services and the Sarbanes Center’s Internship Office to provide an internship opportunity to each BMI participant who desires it.</p> <p>Develop and sustain a robust, “Earn and Learn” program; also include summer employment opportunities directly related to career aspirations.</p>	

RECOMMENDED TIMELINE FOR CAMPUS WORK

Action	Who	When
Present draft and gain approval of Campus Action Plan to President and Vice Presidents	President and VPs	March 2016
Submit Campus Action Plan to AAC&U	Project Team	April 2016
Present Campus Action Plan to Strategic Planning Council	Project Team	Spring 2016
Present Campus Action Plan to key constituency groups	Project Team	Spring 2016
Establish a deliberate, consciousness-raising program regarding equity on campus	Chief Diversity Officer with established team	August 2016 Convocation (ongoing)
Imbed new assessment strategies into the strategic plan and, by extension, the enrollment management plan	Planning, Research, and Institutional Assessment (PRIA), Project Team	Spring 2016

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Action	Who	When
Review all current PRIA Reporting and assure that race/ethnicity/Pell and gender are included in all reports on enrollment, completion, retention, financial aid receipt and course completion with a focus on equity gaps and action indicators	Planning, Research, and Institutional Assessment (PRIA)	Spring 2016
Establish a course assessment process that is equity-inclusive (i.e., course assessment, course success rate, symposium, dashboards)	Associate Vice President for Learning , with Assessment Fellows and Subcommittee on Learning Outcomes Assessment (LOA)	Fall 2016

EVIDENCE OF SUCCESS ON EACH PROJECT OBJECTIVE

How will we track and monitor progress?

- Policies, procedures, and practices are identified and changed
- Course assessment process is implemented and utilized across the campus
- Culturally-responsive pedagogies are implemented in developmental and gatekeeper courses
- Equity gaps in identified developmental and gatekeeper courses are monitored

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SUB-AWARD ITEMIZED BUDGET

Budget Category	Amount	Description
Faculty Stipends (15 @ \$863 – 1 FLH)	\$12,945	Stipends to support faculty participating in Campus Action Plan activities (ERT, Equity-Specific Teaching & Learning Institute)
FICA	\$991	Total of Stipends x .0765
ERT/Equity Symposium	\$1,000	Honoraria for Speakers
ERT/Equity-Specific Teaching and Learning institute	\$1,500	Workshop facilitators, materials, hospitality
Black Male Initiative/Materials	\$911	Materials for career/soft skills workshops and pathway programs
Black Male Initiative/Transportation for Students	\$500	Bus passes for off-campus experiential learning opportunities
Black Male Initiative/Honoraria	\$2,153	Honoraria for Community Mentors
TOTAL	\$20,000	



INSTITUTIONAL CULTURAL DIVERSITY UPDATE REPORT AY 2015-2016



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 2015-2016 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 anticipated support of our plan is very much appreciated.

Gordon F. May, PhD
President/CEO



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 the Maryland Higher Education Commission

In 2013, the Maryland Higher Education Commission (MHEC) reaffirmed the importance of Diversity by once again including it as one of its postsecondary goals. Specifically, the goal states: “***Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland’s population.***” In establishing this goal, the State encourages institutions and segments of postsecondary education to identify and develop a plan for targeting outreach, academic, financial, and student support services to populations that are underrepresented or underperforming in comparison to the overall student body. Such groups may include, but are not limited to, individuals from low-income families, African-Americans, Latino/Hispanics, men, women in STEM disciplines, veterans, or students with disabilities (source: *Maryland Ready, 2013 - 2017*). Implementation measures and strategies specific to this goal include:

- In the 2014 institutional submissions required for the Cultural Diversity Report for Maryland Postsecondary Education, the Commission will ask public institutions to identify specific communities in need of targeted services.
- In the 2014 institutional submissions required for the Cultural Diversity Report for Maryland Postsecondary Education, the Commission will ask institutions to submit a plan for offering targeted services to specific groups and to define measurable goals for improvement on pre-identified outcomes for these groups.
- By FY 2016, the Commission will ask institutions to report on the impact of these services on student enrollment patterns, outcomes for the targeted populations, and any related achievement gaps.

Each year, public institutions submit their *Institutional Cultural Diversity Plan* to their governing board for review and approval. From that point, the governing board must submit a progress report on the institution's implementation of the plan to the MHEC. MHEC will review the progress report and monitor compliance with the diversity goals and *Maryland Ready, 2013 – 2017*.

Baltimore City Community College (BCCC) has aligned its diversity reporting and plan with the timeline of *Maryland Ready, 2013 – 2017*. All baseline years are based on 2013 and targets are established for 2017.

BCCC's Vision, Mission and Values

On February 24, 2014, the Board of Trustees at BCCC voted to approve a new College Strategic Plan. With this plan, the College's mission, vision, and core values were updated as reflected below.

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.

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.

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; and
- **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 from fall 2013 to fall 2017.**

As shown in Table 1, BCCC's unduplicated credit enrollment fell by 12.0% from fall 2013 (5,371) to fall 2015 (4,726), the number of Hispanic students increased by 10.7% (line a.) over the same time period. However, the number of white students fell by 16.6%, which more closely mirrored the overall credit enrollment decline. BCCC has refreshed its Strategic Enrollment Management and Retention Committee to review data related to all points in the student pipeline from recruitment to goal attainment or completion. Many of the strategies included in the FY

2017 – 2018 Strategic Enrollment Management and Retention Plan will support our efforts to increase enrollment of these two populations.

Table 1: Fall Credit Enrollment Distribution by Ethnic Category

<i>Fall Credit Enrollment Distribution by Ethnic Background/Race</i>		<i>Fall 2013</i>		<i>Fall 2014</i>		<i>Fall 2015</i>	
a.	Hispanic or Hispanic Multi-race (Excluding White)	112	2.1%	113	2.1%	124	2.6%
b.	White or White Multi-Race (Excluding Hispanic)	512	9.5%	488	9.3%	427	9.0%
c.	Hispanic-and-White or Hispanic-and White with Other Races	27	0.5%	30	0.6%	31	0.7%
d.	African American	4,334	80.7%	4,297	81.6%	3,779	80.0%
e.	Asian	222	4.1%	180	3.4%	210	4.4%
f.	American Indian	11	0.2%	0	0.0%	9	0.2%
g.	Native Hawaiian/Pacific Islander	14	0.3%	2	0.0%	6	0.1%
h.	Multi-race (Other than with Hispanic or White)	21	0.4%	33	0.6%	37	0.8%
i.	Unknown	118	2.2%	126	2.4%	103	2.2%
<i>Total</i>		5,371	100.0%	5,269	100.0%	4,726	100.0%

Source: BCCC Fall Enrollment Information System (EIS) files prepared for MHEC annually in November, as per State guidelines. Students are categorized by Hispanic/Hispanic multi-race first, White/White multi-race, other multi-race, and all other races.

During FY 2016, BCCC engaged in many initiatives to increase the numbers of underrepresented students and continues to review the trends in the under-represented groups at the College. In particular, the College’s U.S. residents and international student population is steadily increasing. In response to the increasing diverse population bilingual (Spanish-speaking) recruiters and financial aid specialist have been hired. Bilingual recruiters have made presentations at four area Baltimore City public high schools with high foreign-born student populations (Benjamin Franklin High School at Masonville Cove, Patterson High School, Digital Harbor High School, and Baltimore Community High School). Presentations have also been made to students in English as a Second Language programs, through individual appointments at the schools, and at BCCC campus events. These presentations address enrollment success at BCCC, funding college education, and in-state tuition options related to the Maryland DREAM Act and Deferred Action for Childhood Arrivals.

Recent efforts with our veteran students include further outreach to local agencies including the Department of Labor, Licensing, and Regulation; Project Phase; Maryland Center for Education and Training; Veterans Court Docket; Eastern District Court; 5th Regiment Armory; U.S. Air National Guard; Army National Guard; Army Recruiters; Baltimore Crisis Response; Disabled American Veterans; and Veterans Affairs Vocational Rehabilitation. BCCC also offers tuition waivers at 50% of the College tuition rate for credit courses for active members of the Maryland National Guard.

Table 2: Fall Veteran Enrollments

Semester	Veterans receiving Education Benefits	Veterans without Education Benefits	Veteran Dependents Receiving Education Benefits	Total Enrollment
Fall 2013	108	28	99	235
Fall 2014	104	43	35	182
Fall 2015	86	31	23	140

The Veterans Coordinator is planning college visits in the Baltimore area to address the holistic needs of transitioning military to civilian-status students. BCCC’s 2016 veteran enrollment is 145, a 4% increase.

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.

The Cultural Diversity Committee (CDC) at BCCC includes academic and administrative faculty, staff and students that are interested in equity and diversity programming on campus. The committee reports to the President through the CDC Chair. Current programming goals include an annual conference and sub-committee focused on creating a forum for ongoing dialog.

Mission

The mission of the CDC is to advance the conversation on issues related to equity and diversity on campus and enhance networking opportunities among members of the academic community.

Diversity Sub - Committees

- Co-Curricular Activities
- Staff Engagement
- Student Programming and Activities

Membership & Meetings

CDC membership includes the chair, co-chairs for each sub-committee, and representatives from across the College community. Meetings are held quarterly during the academic year. The membership is below.

- Administrative Assistant, Facilities
- Administrative Coordinator to the Vice President for Academic Affairs
- AFSCME Local Representative at BCCC
- Associate Vice President for Institutional Research, Effectiveness and Planning
- Coordinator of Recruitment and Admissions of International Students
- Director for E-Learning
- Director of Judicial Affairs, Title IX, and BIT Chair
- Director of Library Services
- Director, Adult Basic Education and Alternative Diploma Options Programs
- Executive Director of Human Resources
- President of Faculty Senate
- Student Government Association President
- Vice President for Student Affairs
- Vice President of Academic Affairs / ALO
- Vice President of BCED
- Vice President of Business and Finance
- Vice President of Institutional Advancement, Marketing, and Research
- Director of Student Life and Engagement

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

BCCC’s Core Values include *Respect, Diversity and Integrity*. The College is committed to making Diversity & Inclusion a priority and to educating all employees about the importance of valuing and supporting individual differences. To support this focus, the following workshops were offered this year to staff.

- Black History Month Recognition
- Women’s History Month Recognition
- Health, Financial and Retirement Training
- Generational Gaps—Working Through the Differences
- Civility Training
- Workplace Diversity
- Creating Safe Spaces for LGBTQIA
- Working with Transgender Students (Webinar)
- Age Financial Training
- Equal Employment Opportunity (Mandatory for all staff)

The Professional Development Office utilizes a quarterly diversity calendar to inform employees about various recognitions and celebrations around the country.

Staff retention efforts are supported through the celebration of faculty and staff excellence through professional development. For over fifteen years, BCCC has sent at least four employees to Austin, Texas to be recognized as a NISOD Excellence Award recipient. Each May, during NISOD’s International Conference on Teaching and Leadership

Excellence, recipients are celebrated during an elegant and inspiring gathering that recognizes their contributions and achievements. NISOD (National Institute for Organizational Development) is a membership organization committed to promoting and celebrating excellence in teaching, learning, and leadership at community and technical colleges. In addition to an all expense professional development opportunity for a week in Austin, Texas, the BCCC publicly recognizes employees in June at the Board of Trustee meetings. Past recipients of this excellence award include a diverse array of employees that represent numerous countries, religions and cultures. Employees are recognized for their honor by wearing a stately medallion during commencement, convocation, and other notably college-wide events. Employees have commented that this award and recognition in conjunction with the professional development was one of the most rewarding experiences of their career in higher education.

Other exceptional retention efforts include two prestigious professional development opportunities which have proven highly effective in increasing skill development and loyalty to mission, are the National Council on Black American Affairs (NCBAA) “Leadership Development Institute” (LDI) and the Lakin Institute. The targeted audience for the LDI institute includes deans, faculty, supervisors, others in community college administrative leadership positions and individuals transitioning into the community college system. The curriculum is based on the AACC Competencies for Community College Leaders (Second Edition, 2013). These competencies include organizational strategy, institutional finance, research, fundraising, resource management, communication, collaboration, and community college advocacy.

The Thomas Lakin Institute for Mentored Leadership is sponsored by the Presidents' Round Table of the National Council on Black American Affairs, an affiliate of the American Association of Community Colleges (AACC). The Institute is designed to prepare diverse senior-level executives for positions as community college chief executive officers and has graduated the highest number of African Americans who have gone on to CEO positions over any other leadership institute in the United States. Over twenty-five per cent of current African-American community college presidents are alumni of the Lakin Institute. BCCC supports employees to attend both LDI and Lakin each year and have found these professional development opportunities to be invaluable in creating pipeline for succession planning of its diverse leaders.

BCCC has also chartered a Baltimore Metropolitan chapter of NCBAAs for the Northeast region. Although open to other institutions in the Baltimore Metro region, the chapter is located on the college campus of BCCC. The mission of the National Council on Black American Affairs is to Improve educational opportunities and professional development for African-American students, faculty, staff and administrators; to developing collaborative relationships with educational, business, and public service institutions with compatible goals; to network to maximize the achievement of career goals for African-American students, faculty, staff and administrators and ensure the articulation of positions on issues affecting African-Americans in the formulation of policy and decision-making. NCBAAs values opening access to higher education for the underserved and embraces the diversity of people, ideas and learning styles. Since it’s chartering in 2015, all members of this NCBAAs chapter are employed at BCCC.

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.

Information from the cultural diversity audit at the College revealed a need to create “safe spaces” for those persons identifying as LGBTQIA and an Affirmative Action Plan. Details are noted below.

Safe Spaces

As a result of the cultural diversity audit, the College initiated “*Safe Space*” workshops. These workshops are an innovative, dynamic, hands-on approach to creating “safe spaces” at BCCC. The focus is specifically on the Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Asexual (LGBTQIA) community. Workshops are now a regular professional development offering open to faculty, staff and students. The mission of the workshop is to raise awareness of classroom and workplace bullying to the unintentional exclusion by use of certain language. Participants of the workshop are able to recognize many of the issues and scenarios that LGBTQIA people experience in their workplace, community or school. Workshops aim to reduce unwelcoming and even hostile work environments. Participants are trained to explore their role and responsibility in creating a more welcoming

environment at work, school, and their communities. All attendees obtain a greater understanding and workable solutions for promoting *Safe Spaces* of Respect, Acceptance, and Support for all.

Annual Affirmative Action Plan

The Annual Affirmative Action Plan required extensive data collection of all historical information on BCCC's employees. The plan required coding to organize and classify employee data, job titles, EEO-6 categories, and definitions are used for higher education institutions. The compilation data was a collaborative effort of BCCC's Human Resources and Controller Offices, and Berkshire Associates, Inc.

Efforts to Increase the Numbers of Traditionally Underrepresented Groups

Institutional Advancement, Marketing & Research

BCCC's Office of Media and Community Relations participated in the following activities.

- July 2015, joined the Mayor's Office, Radio One and other partners for the Unity in the Community event at Druid Hill Park which brought diverse communities together for healing and dialogue in response to the April 2015 civil unrest.
- September 2015, participated in the 19th Annual Baltimore County Cultural Festival where residents from across the State enjoyed a family-friendly atmosphere of special activities.
- September 2015, participated in the Parks & People Foundation Grand Opening ceremony. For more than 30 years, Parks & People has revitalized neighborhoods through hands-on cleaning and greening; the building of partnerships to sustain green spaces; and programs that help children to learn, grow, and explore their natural environment.
- October 2015, participated in the Center for Urban Families forum to discuss April's civil unrest. Since 1999, the Center has remained at the front-line of addressing the City's pressing issues.
- October 2015, promoted the Business and Continuing Education Division's (BCED) Refugee Youth Project for the Baltimore Clayworks' 35th Anniversary Show. The College's youth refugees displayed original artwork from their countries of origin. The Refugee Youth Project provides social, emotional and educational support to Baltimore's growing K-12 refugee population.
- November 2015, promoted BCCC's annual Veteran's Day Luncheon. Ex-Vietnam P.O.W. Author Col. Norman McDaniel, who spent over six years in captivity, was the keynote speaker.
- December 2015, promoted the BCCC Muslim Students Associate's (MSA) Interfaith Peace Rally. Students from local colleges and universities, and community members participated. A representative from Comptroller Peter Franchot's office presented the MSA with a proclamation.
- February 2016, hosted the Hubert V. Simmons Museum of Negro Leagues Baseball, Inc. traveling exhibit for Black History Month. The traveling exhibit featured photos and memorabilia commemorating an era spanning from the late 1800s until the early 1950s and provided students with a first-hand look at history through the eyes of Negro athletes.
- February 2016, hosted a Black History Month event that featured Dr. Elizabeth Nix's, University of Baltimore history professor, presentation on Race Relations in the City going back 100 years.
- March 2016, promoted the Faculty Senate Executive Committee and QUEST: The Journal of Higher Education, Excellence Women's History Month celebration. The event included a lively lecture and discussions led by the Department of English, Humanities, Visual and Performing Arts. "Women's Work: Challenges and Rewards" was the theme for the seventh annual celebration.
- April 2016, launched the 2016 BCCC Math Awareness Month campaign to call for more minorities and women to enroll in STEM-related programs and to help close the math achievement gap among minorities and women.
- April 2016, promoted BCED's English Language Services & Basic Skills Program's Information Session for skilled immigrants. The session included representatives from Maryland's Medical Society, Board of Nursing, Board of Public Accountancy, Department of Education, and Global Talent Bridge at World Education Services, and offered pathways for the credentialing process to doctors, nurses, accountants, teachers, and more.

Efforts Designed to Create Positive Interactions and Cultural Awareness on Campus

Students

BCCC's unduplicated credit enrollment fell by 10.3% from fall 2014 (5,269) to fall 2015 (4,726). BCCC has refreshed its Strategic Enrollment Management and Retention Committed to review data related to all points in the student pipeline from recruitment to goal attainment or completion. Additionally, BCCC engaged in many initiatives to increase the numbers of underrepresented students.

Table 3: Fall 2015 Full-Time Faculty and Staff: Gender and Ethnic Background

Baltimore City Community College									
Fall 2015 Full-Time Faculty and Staff: Gender and Ethnic Background									
		Total	Hispanic	White	African American	Asian	American Indian/Native Alaskan	Native Hawaiian/Pacific Islander	Other / Unknown
Faculty									
	Men	46	0	12	27	6	0	1	0
	Women	61	0	18	40	3	0	0	0
	<i>Total</i>	107	0	30	67	9	0	1	0
Administrators									
	Men	25	1	7	15	2	0	0	0
	Women	37	0	8	28	1	0	0	0
	<i>Total</i>	62	1	15	43	3	0	0	0
Other Professional Staff									
	Men	48	2	18	26	1	1	0	0
	Women	84	3	20	56	3	1	1	0
	<i>Total</i>	132	5	38	82	4	2	1	0
Support Staff									
	Men	40	0	8	32	0	0	0	0
	Women	58	0	1	57	0	0	0	0
	<i>Total</i>	98	0	9	89	0	0	0	0
All Full-Time Employees		399	6	92	281	16	2	2	0

Table 4: Distribution of Fall 2015 Full-Time Faculty and Staff: Gender and Ethnic Background

Baltimore City Community College									
Distribution of Fall 2015 Full-Time Faculty and Staff: Gender and Ethnic Background									
		Total	Hispanic	White	African American	Asian	American Indian/Native Alaskan	Native Hawaiian/Pacific Islander	Other / Unknown
Faculty									
	Men	11.5%	0.0%	3.0%	6.8%	1.5%	0.0%	0.3%	0.0%
	Women	15.3%	0.0%	4.5%	10.0%	0.8%	0.0%	0.0%	0.0%
	<i>Total</i>	26.8%	0.0%	7.5%	16.8%	2.3%	0.0%	0.3%	0.0%
Administrators									
	Men	6.3%	0.3%	1.8%	3.8%	0.5%	0.0%	0.0%	0.0%
	Women	9.3%	0.0%	2.0%	7.0%	0.3%	0.0%	0.0%	0.0%
	<i>Total</i>	15.5%	0.3%	3.8%	10.8%	0.8%	0.0%	0.0%	0.0%
Other Professional Staff									
	Men	12.0%	0.5%	4.5%	6.5%	0.3%	0.3%	0.0%	0.0%
	Women	21.1%	0.8%	5.0%	14.0%	0.8%	0.3%	0.3%	0.0%
	<i>Total</i>	33.1%	1.3%	9.5%	20.6%	1.0%	0.5%	0.3%	0.0%
Support Staff									

	Total	Hispanic	White	African American	Asian	American Indian/Native Alaskan	Native Hawaiian/Pacific Islander	Other / Unknown
Men	10.0%	0.0%	2.0%	8.0%	0.0%	0.0%	0.0%	0.0%
Women	14.5%	0.0%	0.3%	14.3%	0.0%	0.0%	0.0%	0.0%
Total	24.6%	0.0%	2.3%	22.3%	0.0%	0.0%	0.0%	0.0%
All Full-Time Employees	100.0%	1.5%	23.1%	70.4%	4.0%	0.5%	0.5%	0.0%

Source: Fall 2015 BCCC Employee Data System file prepared for MHEC by the Offices of Institutional Research, Human Resources, and Information Technology Services.

Academic Affairs

- BCCC has current articulation agreements with Bais Yaavok Eva Winer High School and Talmudical Academy to offer courses to students to receive college credit while in their high school programs.
- The BCCC, Director of Library Services was invited by Chinese American Librarians Association to serve as a panelists for the American Library Association Annual Conference; theme of the program was “Helping CALA Helping You, Joining CALA and Advancing Your Career.”

School of Arts and Social Sciences

- On September 17, the Office of Student Life, the History Club and the Student Government Association presented the annual Constitution Day celebration. Senator Joan Carter Conway was the honored speaker. About 60 students attended the event.
- A BCCC Associate Professor received a special invitation to attend the 2015 White House Initiative on Historically Black Colleges and Universities in Washington DC. He presented to 15 college presidents on Learning Communities and Developmental Education for African American Males.
- The Anthropology and Sociology Club, the History Club, and the Office of Student Life presented a celebration of Native American, African, and Latino cultures on October 7, 2015.
- In conjunction with the activities for Education Week, November 16-20, Dr. Katana Hall and “The Company” presented “The Journal of African Americans: Reflection on Education.”
- An MOU between the Clarence Blount Center and Family and Children Services of Baltimore has been completed and signed. It provides for seniors who serve as foster grandparents at the Center and expose the children to inter-generational cultural influences.
- A 2016 Black History Program was sponsored by *QUEST: The Journal of Higher Education Excellence* on Wednesday, February 10, 2016. This year’s theme was “A Celebration of Historically Black Colleges and Universities and the Beauty of Black Social Sororities in America.” The featured presenter was a BCCC Professor who spoke about her experiences in a Black sorority. There were about 60 students and staff present.
- BCCC hosted a presentation on “African American Theatre and Film: A Rich Legacy,” on February 27, 2016 in the Gaare Auditorium.
- The College’s 7th annual “Women’s History Month Celebration” was held during March 2016. The theme of this year’s event, which was co-sponsored by *QUEST: The Journal of Higher Education Excellence* and the Faculty Senate Executive Committee (SEC), was “Women’s Work: Challenges and Rewards.” The National Women’s History Month theme for 2016 honored women who have shaped America’s history and its future through their public service and government leadership.
- In championing basic human rights and ensuring access and equal opportunity for all Americans, women have led the way in establishing a stronger foundation for our country, a BCCC Visual and Performing Arts Professor presented a lecture and discussion to faculty and students.
- Local lawyers and judges in collaboration with BCCC’s English, Humanities, and Visual Arts department sponsored the “Courting Art” Event with a reception on April 7, 2016, in the Mini Conference Center. The event showcased over twenty-five original two-dimensional art works by local Baltimore City high school students. The work will be on display for one month at the College. About 40 guests attended the event.
- The Ethics and Values Club in conjunction with the Accounting and Business Club held their annual Ethics Day on May 10, 2016. Ethics Day makes use of one of the College’s Core Values; this year the topic was *Integrity*.

- The Ethics/Values Club in conjunction with the Business Program sponsored an Ethics Day on “Integrity” as the BCCC Core Value of the Year. The event drew about 90 participants. Each year this club focuses on one of the College’s Core Values.

School of Business, Science, Technology, Engineering, and Mathematics

- In April 2016, Mathematics Awareness touched on how different cultures of the world use mathematical to conduct election and count votes to elect their officials.
- In November 2015 the Mathematics and Science departments organized the STEM community weekend with emphasis on the influence of culture and society on medicine and medicinal herbs. Over 140 students, staff and community.
- On May 7, 2016 the Business and Technology held its Fashion show which showcased different attires and customs from different cultures. This year’s theme was “LIT THE RUNWAY”.
- Passport leadership and the Vita programs, conducted by the Business and Technology department, attracted many entrepreneurs from different cultures in the Baltimore community.

School of Nursing and Health Professions

- The BCED ESI institute, collaborated with the Nursing program to hire a tutor to support students that have English as a second language. In addition, an ESL tutor, hired through the Center of Academic Achievement, tutored 6 nursing students that have English as a second language to date. Preliminary qualitative data suggest that it has been helpful to students that utilized the services. Additional strategies will need to be developed to encourage more students to utilize the services.
- Two On-Campus Clinical Instructors (OCCI) were hired for the Respiratory Care Program. These OCCIs are graduates of the program and will work part-time to assist international and other students in supplemental instruction.
- The Retention/Tutoring activities supported by the NSP11 Grant were implemented for Nursing 120 and Nursing 220. These retention services support a diverse group of student in the nursing program.

Kaiser Permanente - MEN IN SCRUBS PROJECT (MISP)

Kaiser Permanente has awarded Baltimore City Community College (BCCC) \$27,000 to create the "Men in Scrubs" Project (MISP). The purpose of MISP is to increase the underrepresented enrollment of men in nursing and allied health fields at BCCC. At BCCC, the number of men entering nursing and allied health projects is very low - between 4% and 6%. The recruitment efforts to attract more men to this profession has been challenging based on outdated stereotypes and misconceptions. In response, MISP will expose male students to the full spectrum of career advancement opportunities in Nursing and Allied Health. The project will target Veterans, low-income, and underrepresented minorities. Services from BCCC’s Career Services, Academic Advisement, and the Tutorial Center are provided.

MISP will consist of three components: (1) exposure of males to career options in Nursing and Allied Health; (2) support of social based learning and role modeling through mentoring and networking to bring Allied Health students together with professionals in all health care fields; and (3) use of peer mentoring with graduate and current student representatives to provide tips, strategies and models to be successful. The project will require all male students to be actively involved in service learning opportunities and they will have opportunities to participate in various internships provided by BCCC Career Services. They will also be required to utilize the tutorial services to support all academic work. An annual award ceremony will be held to recognize male students who have achieved high grade point averages, have become ambassadors in their field, and those who have achieved outstanding community involvement. It will also recognize all male BCCC graduates who major in Nursing and Allied Health.

Business and Continuing Education Division

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 BCCC diversity efforts, including the following:

- ***Citizenship Preparation*** is a language and civics program accessible in Baltimore and adjacent counties 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.
- ***Workplace ESL*** meets the employment language needs of refugees with limited English proficiency. BCCC contracts with employers to provide on-site language and cultural training via a workplace specific curriculum.
- The ***Refugee Program*** offers free English language training for persons 16 years of age or older, that have refugee or political asylum status. In addition, it provides acculturation and intensive employment preparation seminars to new arrivals.
- BCCC's ***Refugee Program*** planned and participated in the 2015 World Refugee Day celebration on June 20, 2015. The theme of this year was "With Courage, Let Us All Combine". Refugee participants shared stories, played music and performed dances.
- The ***Refugee Youth Project*** (RYP) helps refugee children develop the knowledge and skills required for academic success and positive acculturation. 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 the Walters Art Museum among its partners. The RYP was awarded a full-time Maryland-DC Campus Compact AmeriCorps VISTA member to work with refugee youth for the 2015-2016 year.
- ***Refugee Employment Training*** helps refugee learners upgrade or develop new job skills for better employment opportunities and career advancement. Occupational skill training is supported by English for Special Purposes instruction.
- BCED offers ***English Language Instruction*** (ELI) language training to ESL students seeking improved English through continuing education courses, and academic English studies for college-aspiring non-native English speakers
- BCED has created a new workforce partnership with CASA de Maryland to provide hospitality training in FY 2016 for non-native English-speaking students.

Efforts Designed to Create Positive Interactions and Cultural Awareness on Campus

- BCED ELI established an office at Liberty Campus in July 2015 to inform the larger College community of ELI academic language courses for non-native speaker and BCED programs; advocate for ELI placement of college-bound, non-native students; and support ELI classes at Liberty Campus.
- The English Language Services and Basic Skills area, through the Student Affairs Office of Student Life, developed the "ESL Pathways Award" to recognize a student who successfully transitioned among programs to advance their educational and career aims. In May 2016, a BCCC refugee student who completed courses in English Language Services and Basic Skills' Refugee Program, Refugee Employment Training Program, and ELI was the first recipient of the award at BCCC's Annual Honors and Awards Banquet.

Other Initiatives that are Central to the Cultural Diversity Plan

BCED contributes to institutional diversity, as demonstrated in its course offerings and student population. More specifically, BCED offers distinct programming to include Community ESL, English Language Instruction (ELI), and English for Specific Purposes (workforce development) programming. English Language Services and Basic Skills offers varied English language learning curricula to meet diverse language and employment needs. BCED recruits and serves students from backgrounds including immigrants, refugees, political asylees, international students, and others. BCED enrolls over 3,000 ESL students annually in day, evening, and weekend courses. BCED offers workplace general language development and customized workplace ESL training. The programming offered at BCED includes features that support BCCC diversity efforts, including the following:

- 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 trainings for individuals 16 years of age and older that have refugee or political asylum status. In addition, it provides acculturation and intensive employment preparation seminars to new arrivals, and sector-specific workforce training.
- Citizenship Preparation provides students with the English language skills and U.S history, politics, and civics knowledge needed to pass the U.S. Citizenship and Immigration Services (USCIS) naturalization interview. Free citizenship classes are offered in Baltimore and various other locations throughout Maryland.
- English Language Instruction (ELI) language training is for non-native students seeking improved English language proficiency through ELI Continuing Education courses, academic language courses for academic certificate and degree seekers, and basic skills programming for non-native speakers.
-

Student Affairs

- October 7, 2015, The Office of Student Life in conjunction with the Student Government Association, the Anthropology and Sociology Club, the History Club presented the **Latino Heritage** month celebration. Wear Red, Black & Brown: Native American, African American & Latino Exchange. BombaYo brings new energy to a centuries-old Afro Puerto Rican music and dance tradition. Join us and BombaYo in this interactive celebration of culture.
- December 4, 2015, *Annual Kwanzaa Celebration*, The Office of Student Life in conjunction with the Student Government Association, the Anthropology and Sociology Club, the History Club and Social and Behavioral Sciences department held its annual Kwanzaa Celebration in the Mini Conference Center. It was a festive filled night with storytelling, traditional dancing, drumming, fashion and food. The event was well attended with 130 students, staff, and faculty and community guests.
- February 24, 2016, Student Life participated in *Pa'Lante*, an open forum at Patterson High School. It is an event that provides Hispanic students who earn the opportunity with sessions on becoming leaders and pursuing pathways after high school. The event was amazing! Four BCCC students and a BCCC staff person had a chance to engage with students from Patterson High to encourage them to attend college and explain the importance of a college education. Twenty one students filled out information request for the college.
- The financial aid office has hired a *Hispanic Bilingual Specialist* who has contributed significantly to the Baltimore community. This specialist has served as a board member for the U.S. Hispanic Youth Entrepreneur and Education (USHYEE) and has engaged BCCC in the Latino/Black STEAM summit.

Other Initiatives that are Central to the Cultural Diversity Plan

Human Resources Department

Youth Works 2015/2016

In collaboration with the Baltimore Mayor's Office of Employment Development (MOED), BCCC's Office of Human Resources has coordinated the College's participation for the third consecutive year for the Youth Works Summer Jobs program. Youth Works is Baltimore City's summer jobs program, which places young people age 14 to 21 in summer work experiences throughout Baltimore. Student/workers here at BCCC perform administrative duties in departments such as Human Resources, Facilities Management, Payroll, and Registrar's Office, Library Services, Information Technology Services and more. During the summer of 2015, there were a total of four student/workers hosted.

BCCC's Office of Human Resources is committed to providing equal employment opportunities and most importantly exposure for youth who are in the early stages of considering various educational tracks of their interest which will directly correlate to their future career fields.

Training

BCCC's Human Resources Compliance Officer and Talent Acquisition Coordinator participated in many trainings such as the American School Counselor Association (ASCA) Annual Conference, which was held February 3, 2016

to February 6th, 2016 St. Pete Beach, Florida. The theme of the conference was, "Growing the Profession". The training topics included "Diversity and Inclusion Summits. The Talent Acquisition Coordinator attended Courageous Leadership: Recruiting and Retaining Latina Faculty and Higher Education Professionals" hosted by HERC and in February 2016 attended "Outreach Targeting Veterans, Individuals with Disabilities, and More hosted by Local Job Network.

The pertinent information obtained at this conference by our staff member allows the College to remain aware of all diversity and inclusion related matters both from employee and student perspective. With the knowledge obtained the staff member aims to disseminate information to the HR team to increase empathy on the customers we serve. The Talent Acquisition Coordinator is currently working on finalizing approvals for partnership with the League for Individuals with Disabilities where BCCC will be a training partner, offering job training to individuals with disabilities.

Diversity and Inclusion Efforts

- Updated ***EEO Statement***: BCCC's vacancy announcements and website was updated to include inclusive language for the LBGTQIA community. Affirmative Action compliance statement is being update on all correspondences. (August 2015)
- ***Veteran's Employer Day*** and ***Soldier for Life Programs*** were launched and the Associate Director of HR serves as the primary key panelist for area employers who seek to assist veterans as they transition from military careers.
- In November, 2015 BCCC hosted the ***Show Your Stripes*** initiative that was created to highlight and recognize BCCC employees on Veterans Day. This was the 1st effort to specifically address BCCC veteran employees. The Campaign was well received by the College and there was a small reception and an opportunity for veteran employees to socialize.

Additional External Partnerships:

HR has established partnerships with the Mayor's Office of Employment Development and Jewish Community Services for advertising and promoting BCCC job openings to more populations. The Talent Acquisition team attended additional diverse job fairs to widen BCCC exposure to diverse groups such as the Afro American Diversity Career Expo (July 2015), BCCC Student Job Fair (November 2015), and Congressman Cummings' Annual Job Fair (April 2016).

Public Safety

Hate and Bias Crime Reporting

Baltimore City Community College reports hate crimes that fall into one of these criminal categories; ***homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, arson, and any other crime involving bodily injury*** reported to local law enforcement agencies or a campus security authority. Evidence that the victim was intentionally selected because of the perpetrator's actual or perceived bias towards a disability, ethnicity, gender identity, national origin, race, religion, or sexual orientation will be assessed. Revised regulations added the crimes of larceny-theft, simple assault, intimidation, and destruction/ damage/ vandalism of property to the list of crimes that must be reported in the hate crime statistics. The FBI's Uniform Crime Reporting Hate Crime Collection Guidelines will continue to be the source for definitions.



CARROLL

COMMUNITY COLLEGE

Diversity/World View Annual Report

September 1, 2016

Carroll Community College

1601 Washington Rd

Westminster, MD 21157

Carroll Community College

Diversity/World View Annual Report

September 1, 2016

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, multicultural and global awareness for students and staff. Several years ago a committee was established to lead and carry out related diversity 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 Learning Goals**

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.

General Education Learning Goal 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 Learning Goal 7: Personal Development and Social Responsibility

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

Toward attaining this goal, students will:

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

Existing Diversity Monitoring Processes

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

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

Diversity/World View Committee

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

Committee membership is representative of major constituencies on campus: students, faculty, administration, and support staff. Members also represent each major functional unit of the college: Academic and Student Affairs, Advancement Office, Administrative Services, Continuing Education and Training, Planning, Marketing and Assessment, and Office of Compliance and Integrity. 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.”

The Committee will be undertaking a review of its plan and goals in the latter half of 2016 to develop a strategic five-year direction looking towards 2020. The Committee needs to be reconstituted with new and existing members to work on the new plan and develop new projects, development, and events for the coming years.

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.*

Bucher, R. D. (2008). Building Cultural Intelligence (CQ): Nine Megaskills, Upper Saddle River, N.J.: 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: 91.2% (Meets the benchmark set for measure)

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: 95.3 (Meets benchmark for measure)

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 COL 100 (College Success) and CAR 100 (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: *8.3% (The current percentage of non-whites within the service area population) *Updated

Outcome: 10.9% (PAR 2015, reported for fall 2014)

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: *8.3% (The current percentage of non-whites within the service area population.)

*Updated

Outcome: 4.0% (PAR 2015, reported for fall 2014)

Efforts to meet benchmark: Please refer to Section II.

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

Benchmark: *8.6% (The current percentage of non-whites within the service area population.) *Updated

Outcome: 9.6% (PAR 2015, reported for fall 2014) (An increase of 2% over last year and meets the benchmark established for this measure)

Efforts to meet benchmark: All faculty and staff searches work to attract minority candidates by advertising in special publications and making efforts to reach potential minority candidates.

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: 62.8% (up from 58.6% the previous year)

Reading: 65.0% (down from 75.0% the previous year)

Math: 48.0% (down from 52.2% the previous year)

The most recent data available is for the 2014-2015 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 English is credited to the redesigned curriculum which have been fully implemented. The decrease in Reading is not clear at this time and will be examined and compared to the next year data. The redesigned Math curriculum was fully implemented last year and, while there was a slight drop for this year of less than one percent, the students are adjusting to the new redesigned curriculum and the College expects better performance in the second and third years of implementation.

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: 44.2% (down from 48.9% last year)

The most recent data available is for the fall 2010 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.

Efforts to meet benchmark: The newly redesigned curriculums to multiple modules for developmental courses has impacted students and allowed them to extend their efforts to complete the developmental courses over additional semesters. This should level out over time and we expect it to again approach or surpass the established benchmark.

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: 84.6% (up from 71.4% last year)

Part-time: 69.2% (down from 70.8% 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 2014-2015 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. The overall retention and graduation rates for the College are presently at an all-time high. The benchmark for full-time students is very aggressive and one the College is pleased to have met for the first time.

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: 68.2% (up from 67.6% 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 areas of study, graduation plans, pathways, and mandated checkpoints to help ensure student success. The Ellucian Student Planning Module is fully implemented and all new students receive an academic plan to graduation upon enrollment that is used and adjusted with academic advisors and faculty for the students' time at the College. The planning module should further increase the students' performance on this measure.

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 applicants, 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 8.9%* (The current percentage of non-whites within the service area population age 18 or older.) *Updated

Outcome: 7.6% as of November 1, 2015

Efforts to meet benchmark: The 7.6% is down from last year's 8.1% and is further from the updated benchmark of 8.9% within the service area population. Given the small number of total employees, differences of only one employee can significantly increase or decrease this percentage.

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: 90.8% (From the 2015 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: 93.2% (From the 2015 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.

Funding for diversity events and programs continues to be an area of concern and need. The College continues to offer the best possible “home-grown” programming. The College offered the events and programs presented in Appendix A during the 2015-2016 academic year for the student body and College community. These events were primarily sponsored by the Student Life Office and the Student Government Organization.

Faculty and Staff

Diversity Employee Development at Carroll Community College was implemented during the fall 2015 and spring 2016 semesters. Presentations were open to full-time faculty, adjunct faculty and staff on a variety of topics related to diversity. A list and descriptions of the events is presented in Appendix B.

Future Diversity Employee Development Activities

A needs assessment for overall college employee training will be conducted in fall 2016 to include the needs for training on diversity-related topics. Results will be used in planning and implementation of future employee workshops and presentations.

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.

Appendix A

Dates	Time	Event	Location	Descriptions
September				
Monday, Aug 31 & Tuesday, Sept 1	5pm-6pm	H2GO	Great Hall	This is a chance to provide water, snacks, and handbooks to new students taking evening classes.
Wednesday, Sept 2	11am-1pm	Welcome Back Lunch	Great Hall	This free lunch is a chance for new students to enjoy diverse food and socialize with other students as well as faculty and staff.
Thursday, Sept 3	12pm-2pm	Kona Ice	Front Entrance	This is another opportunity for students to feel welcomed the first week of school and receive free snow cones.
Tuesday, Sept 8 and Wednesday, Sept 9	10am-1pm	Club Fair	Great Hall	This event gives diverse clubs the chance to promote their goals and mission as well as recruit new members to take part in being involved.
Thursday, Sept 10	3:30pm-6:30pm	End of Summer Sober Block Party	Great Hall	This event joined forces with the community and security to promote awareness of underage drinking and the consequences it can have.
Friday, Sept 11	12pm-12:30pm	September 11 th Tribute	Great Hall	This moment recognized the men and women who lost their lives during this moment in history.
Friday, Sept 11	8m-10pm	Outdoor Movie	Amphitheater	The college showed <i>Inside Out</i> which was a free event open to the college and community for a fun evening as well as a focus on emotions through film.
Friday, Sept 25	8am-2pm	First Fruits Farm	Freeland, MD	This is a service trip to help harvest fresh fruits and vegetables for those in need.
Friday, Sept 25	4:30pm-7pm	Crab Feast	Back Patio	This event is an opportunity for students, staff, and faculty to enjoy the end of summer together.
October				
Tuesday, Oct 13 and Wednesday, Oct 14	9am-2:30pm	American Red Cross Blood Drive	Student Center	These two days allowed students, faculty, and staff to donate blood to those in need as well as volunteer their time to help with the service.
Saturday, Oct 17	8:30am-1pm	Zombie 5K	Washington Road Trail	This service opportunity allowed students to dress up as zombies while also raising funds and awareness about the Westminster Road Trail.

Friday, Oct 23	7am-11pm	New York City Trip	New York City	Travel to the big city for a day of fun and culture.
Tuesday, Oct 27	5pm-6:30pm	Evening Student Appreciation	Great Hall	Provide free water, snacks, and calendar of events for evening students.
Tuesday, Oct 27	7pm-9pm	<i>Book of Life</i> Movie	Theater	Showcase a free movie for the college and community that exemplifies Mexican culture.
Wednesday, Oct 28	3pm-6pm	Boys and Girls Club Halloween Party	Boys and Girls Club	Provide a fun Halloween party for young children who attend the Boys and Girls Club as a service project.
Friday, Oct 30	10:30am-11:30am	Career Workshops: Diversity in the Workplace	C267	Workplace diversity refers to the variety of differences between people in an organization and may encompass race, gender, ethnic group, age, personality, cognitive style, tenure, organizational function, education, background and more. For a wide assortment of employees to function effectively in an organization, professionals need to deal effectively with issues such as communication, adaptability and change. Discover the benefits of workplace diversity along with the challenges a diverse workforce may bring.
November				
Monday, Nov 2 to Friday, Nov 20	All day	Thanksgiving Food Drive	Food Locker	Donate Thanksgiving food items for students, staff, and faculty who utilize the Food Locker on campus, a grocery assistance program.
Friday, Nov 6	10am-1pm	Poverty Simulation	K100	This workshop allows participants to assume the roles of mid to low-income family members living on a limited budget. The simulation creates awareness for participants who serve clients within this population, and helps them gain a better understanding of the systems that the clients have to navigate to survive.
Wednesday, Nov 11	2pm-5pm	iServe trip to Copper Ridge	Sykesville, MD	Copper Ridge is an organization which serves people in our senior community who may be dealing with memory loss or memory impairment. Students will assist with a Veteran's Day Party.
Friday, Nov 13 and Saturday, Nov 14	All day	Echo Hills Retreat	Eastern Shore	On this leadership retreat to the Echo Hill Outdoor School on the Eastern Shore, students will participate in outdoor adventures and test their leadership skills as well as participate in a service project.
Wednesday, Nov 18	5pm-6:30pm	Evening Student	Great Hall	Provide free water, snacks, and calendar of events for evening students.

	m	Appreciation		
Friday, Nov 20	8:30a m- 3:30p m	iServe Trip to SERRV	New Windsor, MD	SERRV is a nonprofit organization with a mission to eradicate poverty wherever it resides by providing support to artisans and farmers worldwide. This service opportunity will allow students to learn about Fair Trade and package handmade items from all over the world.
Saturday, Nov 21	6pm- 8:30p m	Alliance Slam Poetry Event	Outside Bookstore	The Alliance Club will host a slam poetry event to bring diversity and unity among its members.
Tuesday, Nov 24	6pm- 8:30p m	Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
December				
Tuesday, Dec 8	All day	Frosty's gift giving program	Food Locker	Students, staff, and faculty can "adopt" members of the Food Locker Program and assist them with holiday gifts during their time of need.
Thursday, Dec 10	3pm- 7pm	iServe Trip to Shepherd Staff	Westminster, MD	Shepherd's Staff is an outreach and support center serving the community members with a variety of needs. Help us stuff stockings for families in Carroll County.
Tuesday, Dec 22	6pm- 8pm	Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
January				
Tuesday, Jan 26	6pm- 8pm	Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
February				
Monday, Feb 1 and Tuesday, Feb 2	5pm- 6:30p m	H2GO	Great Hall	This is a chance to provide water, snacks, and handbooks to new students taking evening classes.
Wednesday, Feb 3	11am- 1pm	Welcome Back Lunch	Great Hall	This free lunch is a chance for new students to enjoy diverse food and socialize with other students as well as faculty and staff.
Monday, Feb	10am-	Club Fair	Great Hall	This event gives diverse clubs the chance to promote

8 and Tuesday, Feb 9	2pm			their goals and mission as well as recruit new members to take part in being involved.
Wednesday, Feb 17	10am- 2pm	Community Fair	Great Hall	This is an opportunity for students, faculty and staff to interact with representatives from various community partners. The partners will provide information on service and internship experiences.
Tuesday, Feb 23	6pm- 8pm	Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
Wednesday, Feb 24 and Tuesday, Feb 25	9am- 2:30p m	American Red Cross Blood Drive	Student Center	These two days allowed students, faculty, and staff to donate blood to those in need as well as volunteer their time to help with the service.
Friday, Feb 26	8:30a m- 3:30p m	iServe trip to SERRV	New Windsor, MD	SERRV is a nonprofit organization with a mission to eradicate poverty wherever it resides by providing support to artisans and farmers worldwide. This service opportunity will allow students to learn about Fair Trade and package handmade items from all over the world.
March				
Thursday, March 3	5pm- 6:30p m	Evening Student Appreciation	Great Hall	Provide free water, snacks, and calendar of events for evening students.
Thursday, March 17	3pm- 6:30p m	Boys and Girls Club	Boys and Girls Club	The Boys and Girls Club provides healthy, supervised after-school programs and activities for children in Westminster. On this day, we will plan a St. Patrick's Day party for them that they will never forget!
Monday, March 21	2pm- 6pm	Boys and Girls Club	Boys and Girls Club	The Boys and Girls Club provides healthy, supervised after-school programs and activities for children in the community. On this day, we will throw an Easter Egg Hunt and Party they will never forget!
Tuesday, March 22	6:30p m- 8:30p m	Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
Wednesday, March 23	9am- 3pm	SERRV	New Windsor, MD	SERRV is a nonprofit organization with a mission to eradicate poverty wherever it resides by providing support to artisans and farmers worldwide. This service opportunity allows participants to learn about Fair Trade

				and package handmade items from all over the world.
Thursday, March 24	10:30 am- 12:15 pm	Copper Ridge	Sykesville, MD	Copper Ridge is an organization that serves people in our senior community who are dealing with memory loss impairment. On this day, participants will assist with a Spring Planting Project.
Friday, March 25	9am- 12pm	WRC Trail	Westminster, MD	The Washington Road Community Trail provides environmental, recreational and fitness opportunities for all nature lovers in Carroll County. Join us for a morning of trail clean-up!
April				
Tuesday, Apr 26	5pm- 7pm	One Love Seminar	K100	What if you could help end relationship violence? Escalation is a powerful, emotionally-engaging 90-minute film-based workshop that educates your community about relationship violence and empowers you to work for change.
Wednesday, Apr 27 and Thursday, Apr 28	9am- 2:30p m	American Red Cross Blood Drive	Student Center	These two days allowed students, faculty, and staff to donate blood to those in need as well as volunteer their time to help with the service.
May				
Monday, May 2	3pm- 6:30p m	Boys and Girls Club	Boys and Girls Club	The Boys and Girls Club provides healthy, supervised after-school programs and activities for children in Westminster. On this day, we will be making Mother's Day cards with the kids!

Appendix B

Fall, 2015 Diversity Presentations

Mental Health First Aid (MHFA)

This training was created by the National Council for Behavioral Health, the Maryland Department of Health and Mental Hygiene and the Missouri Department of Mental Health. MHFA was presented by Carroll Nursing Program Instructor Jo Lynn Minnema.

Objectives: To learn how to give people exhibiting symptoms of mental health issues appropriate help; to learn how to develop an action plan to assist; to understand the stigma associated with mental health issues; and to know the resources available.

Sixty-seven percent of survey respondents for the MHFA presentation said they strongly agree that course goals and objectives were achieved. Thirty-three percent of survey respondents said they agree that course goals and objectives were achieved.

Pilot Presentations of the Power of Positive Language Student Diversity Panel Video

In fall, 2015, four pilot presentations were given to employees in Planning Marketing and Assessment, Administration, Continuing Education and Training, and Academic and Student Affairs.

Summary of feedback from employee viewers in group discussions about the pilot presentations:

- It is a challenge for students from diverse backgrounds to live in Carroll County
- There is a more accepting culture inside higher education institutions; a better balance of views
- It is helpful that the students in the video “call people out” for insulting them
- As peers get older, they understand differences better
- Peers may feel their own beliefs are threatened and act out as a result
- Video needs to define the student’s backgrounds more
- Students seemed coached
- Faculty already know these points because of their frequent student interaction
- Student stories need to be more “meaty”

The video has been edited to incorporate the feedback from the pilots and was rolled out to the college-wide community in spring, 2016.

Spring, 2016 Diversity Presentations

“Managing Multiple Generations in the Workplace”

This diversity presentation was conducted three times in the spring, beginning with a pilot session for the college Diversity Committee in January, 2016. The committee determined that the objectives of this presentation met the requirements of diversity training and recommended that the session be opened to faculty and staff in March, 2016.

Two sessions were attended by employees from all levels, ranging from administration/facilities, to faculty, to student affairs, to Continuing Education and Training.

"Managing Multiple Generations in the Workplace" addresses how for the first time in the nation's history, four generations are working side by side in the workplace. The diverse perspectives, motivations and needs of these four generations have largely changed the dynamics of many workplaces. The presentation provided insight into the differences among the generations, and techniques which can help to better understand the needs and expectations of colleagues in an age-diverse workforces.

Objectives of the workshop were: understanding the generational differences between four distinct groups; identifying the strengths of a multi-generational workforce; discussing potential obstacles that may occur when merging generations in the workforce; reviewing communication strategies; and identifying six principles of managing multiple generations successfully.

Participant surveys of whether "Managing Multiple Generations in the Workplace" met the objectives yielded the following results: on January 20, 2016, 33.33 percent of survey respondents stated that they strongly agree that objectives were met and 66.67 percent that they agree that objectives were met. On March 14, when asked to what degree objectives were met 53.85 percent said great and 46.15 percent said good. On March 28, when asked to what degree objectives were met, 25 percent said great and 75 percent said good.

"The Power of Positive Language" Student Diversity Panel Video

Successful pilot presentations in the fall to various administrative areas of the college resulted in positive feedback and the decision to open the presentation to general faculty and staff audiences in April, 2016.

The video features a student in a wheelchair, a student who is homosexual, a student who is Asian, a student who is a second generation child of immigrant parents, and an African American student. The faculty moderators of the panel asked questions about the importance of language in interactions with others. Language may convey an attitude of acceptance and understanding when used positively. Language may create a sense of judgement and criticism when used negatively.

The objective of this video was to help viewers gain a better understanding of the impact of language choices and how individuals from diverse backgrounds perceive various interactions. When asked to what degree do you agree or disagree that the video achieved the objective, 46.15 percent said strongly agree, 46.15 percent said agree, and 7.89 percent said strongly disagree.

"Creating Understanding and Acceptance for Transgender and Gender Non-Conforming Students"

An external speaker with expertise in presentations surrounding issues of the transgender community provided a comprehensive workshop to help faculty better understand the topic. The workshop was

held during a series of intensive sessions on a variety of topics as part of the Faculty Summer Institute in June, 2016.

The vocabulary associated with transgender students, legal aspects of working with this population, and inclusiveness drove the conversation. The session was well-received by faculty and will be repeated several times to reach other segments of the employee population.

In a survey of participants, respondents answered multiple questions related to the quality and effectiveness of the presentation. The survey rating scale for eight items was 5/4 (agree), 3/2 (neutral), 1/0 disagree/NA. In response to the question, "I have a better understanding of what I can do to support our transgender students," (an important indicator of presentation effectiveness), the mean was 4.79, the median was 4.5 and the mode was 5.

The chair of the college Diversity Committee said this was one of the best campus diversity presentations he has attended since the start of the diversity initiative in 2010.

"Mental Health First Aid"

This eight-hour training, which debuted in the spring about one and a half years ago, was repeated twice in June, 2016 for a group of faculty participants. Once again, the trainer was Nursing faculty instructor Jo Lynn Minnema.

Objectives: To learn how to give people exhibiting symptoms of mental health issues appropriate help; to learn how to develop an action plan to assist; to understand the stigma associated with mental health issues; to know the resources available.

Respondents to a survey asking whether the MHFA objectives and goals were met yielded the following: 73.43 percent said they strongly agree and 26.67 percent said they agree.



Cultural Diversity Plan

2015 - 2017

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

Overview of Alignment

Cecil College's Multicultural Services Department is 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. 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.

NOTE: The 2015-2017 plan includes progress-to-goal for year one of this plan. Outcomes prior to fall 2015 are listed on pages 5-7.

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 13-20). The actions and goals are based on an analysis of the College's demographic profile (pages 7-9) as well as the demographic profile for Cecil County (pages 10-11). 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. 12-13)
- Strategic Objective 4: Cultural Diversity in Employment and Professional Development (pg. 20)

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: Cultural Activities in Collaboration with Community Partners (pgs. 16-17)
- Strategic Objective 3: Inclusiveness and Critical Thinking in the Curriculum (pgs. 18-19)

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, "The College provides a supportive learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce."

STRATEGIC PLAN ALIGNMENT

The 2015-2020 Strategic Plan establishes the overarching priorities for Cecil College. This plan is supported and advanced through the work that is completed within each division of the institution. The Cultural Diversity Plan is one of seven subsidiary plans for the institution which specifically identifies actions and quantifiable outcomes that will be achieved to address objectives included in the institutional Strategic Plan. This alignment is noted in the italicized strategic objectives that are referenced throughout the plan.

DEVELOPMENT AND IMPLEMENTATION TIMELINE

Phase I	Development of Strategic Directions
June 2015	A review of the College's 2012-2014 Cultural Diversity Plan was completed. Notable progress in the area of diversity was documented based on the actions that were advanced from the 2012-2014 planning document. Although there was evidence of significant progress, it was also evident that diversity was an important objective that must remain an institutional priority as evidenced by sustaining it as a value in the College's Strategic Plan 2015-2020.
June-Aug. 2015	The College committee met to affirm the strategic objectives to be included in the 2015-2017 planning document. These included: 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. The committee recommended that these suggestions be forwarded to the Cecil College Multicultural Student Service Advisory Board (MSSAB).
Phase II	Promulgation of the 2015-2017 Cultural Diversity Plan
August 2015	The MSSAB meets to provide feedback used to refine the plan. Members are provided with demographic data related to diversity throughout the County and the strategic objectives included in the plan. The group will suggest actions to be included in the operational portion of the plan.
August 2015	Refinements are incorporated into the plan based on community feedback that is solicited through MSSAB.
August 2015	The cumulative outcomes of the 2012-2014 Cultural Diversity Plan were reported to the Board of Trustees. The Trustees were advised that the 2015-2017 planning document would be implemented during the fall 2015. The Trustees affirmed their approval to sustain the same priorities to advance cultural diversity throughout college practices.
Phase III	Implementation of the Cultural Diversity Plan
Sept. 2015	In accordance with the Maryland Higher Education Commission Education Article, Annotated Code of Maryland 11-406 (b) (1) (iii) the 2012-2014 Cultural Diversity Plan is submitted to MHEC. The plan included progress-to-goal for the 2012-2014 Plan and new initiatives that are to be launched for the next planning cycle.
Sept. 2015	The 2015-2017 Cultural Diversity Plan completed and implementation commences.

OUTCOMES OF THE 2012-2014 CULTURAL DIVERSITY PLAN

Overview

The Cultural Diversity Plan is designed to promote, enhance, and embrace diversity at Cecil College. This subsidiary plan is written in support of the College's vision, mission and core values. The College with the assistance of the Multicultural Student Services Advisory Board (MSSAB) develop all actions and goals identified in the plan.

College staff implements and assesses the effectiveness of the Cultural Diversity Plan biannual during the two-year planning cycle. The current Cultural Diversity Plan ('15-'17) has the support of the Board of Trustees and the Advisory Board. Four overarching priorities have been identified and are advanced by actions and goals identified in the plan. The priorities are as follows: 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.

The following section highlights outcomes of the initiatives identified in the 2012 – 2014 Cultural Diversity Plan.

Student Recruitment, Retention & Academic Success

- 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.
- Retention rates from fall '12 to fall '14 increased from 35.3% to 40.9% 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 and several community leaders serve as mentors to these students.
- Multicultural High School Recruitment Day in spring '15 included the participation of 60 high school seniors in a day of activities focusing on the value of education, class visits, and conversations with students.
- Hosted 33 CCPS high school senior males of color for the mentorship program. These students participated in the spring 2014 Next Steps Program.
- Advisors worked with minority athletes (45 students) to plan for completion and schedule building (fall 2012 through spring 2014).
- Monitored and mentored scholarship recipients for Muse and Alpha Phi Alpha Fraternity Scholarships. (3 scholarships received in FY '14)
- "Making Students Unique", 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 Nov. 1, 2013. Cecil sent a 13 member delegation. Three students and one employee presented at the summit.

- The number of minority graduates dropped from 50 to 40 students from 2013 to 2014. Although there was a decline across these years, this still represents an increase from 2012 levels of 26 graduates.

Collaboration with Community Partners

- Participation in 4 different church events in FY '14 & FY '15.
- Advertisements of multicultural events were widely distributed at churches in Cecil, Harford and New Castle Counties through social media and print pieces.
- Marketing flyers, digital signs, social media for annual events hosted by Multicultural Student Services. Events included Hispanic, Native American, Martin Luther King, Jr. Women's History, Asian and special events included Unity Day 2013 and Celebration of Song and Dance 2012 and 2014.
- Co-hosted the annual Minority Scholarship Night with Cecil County Branch NAACP.
- Outreach efforts included attending church services, church anniversaries, youth programs and church award ceremonies in FY '14 and FY '15.
- Cecil County Branch NAACP honored Cecil College at its 50th Anniversary Freedom Fund Banquet- 2012 and selected a member of the College's leadership team and trustees as the Visionaries of 2015.
- Alpha Phi Alpha fraternity offers mentoring opportunities annually for Cecil students.
- College president, staff and students attend the Alpha Phi Alpha Scholarship Banquet annually.

Curricular Connections

- Perspectives in Human Diversity, as a General Education Course in the Social and Behavioral Sciences to encourage more students to enroll in the course.
- Unity Day expanded cultural representation to 12 different cultures.
- The number of events offered has exceeded 12. The aggregate attendance has grown by approximately 15% by launching programming at Elkton Station and adding new events. Multicultural Celebrations included:
Hispanic Celebration: 81 participants
Native American Celebration: 75 participants
African American Celebration: 85 participants
Women's History Celebration: 46 participants
- The Assessment Committee selected three additional courses which include general education diversity component and one non-credit course. These courses were launched fall 2013 and document student learning outcomes related to diversity awareness. This expands capacity to encourage students to enroll in coursework that broadens cultural diversity awareness.
- Continuing Education programming was expanded to include diversity elements identified by the Elkton Station Diversity Team. Efforts have been made to incorporate diversity awareness in out-of-class programming made available to non-credit students.

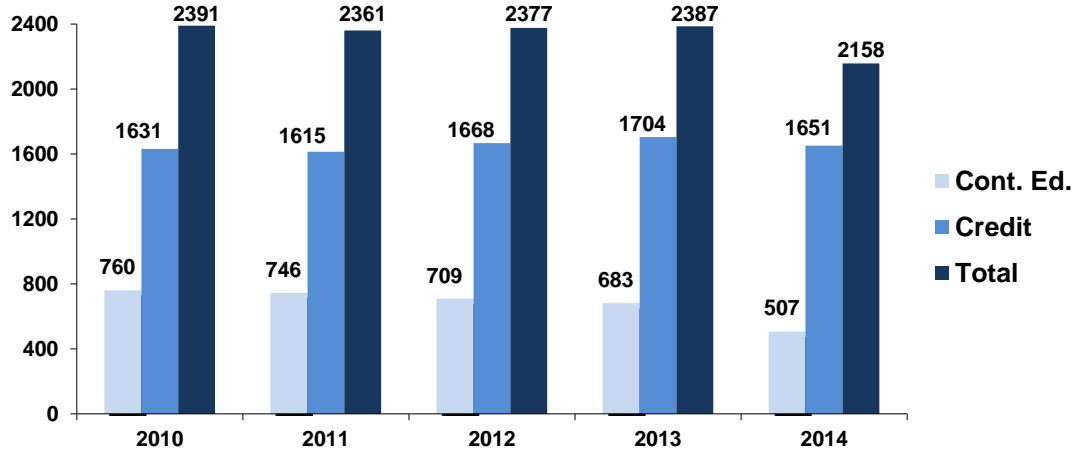
Cultural Diversity in all areas of Employment and Professional Development

- Analysis of FY '14 employment demographics reflected that 10.5% of the full-time college employees are minorities which parallels the race and ethnicity of Cecil County residents.
- A comparison of the 2013 versus 2014 full-time employee minority representation showed a slight increase from 9% to 10.5%. Increases in minority representation occurred in the administrative and faculty ranks while classified minority employees decreased by 1 individual.
- The College joined the Mid-Atlantic Higher Education Recruitment Consortium, an organization dedicated to the recruitment and retention of minority faculty and now actively posts all new hire openings through a complement of Historical Black Colleges and Universities.
- Orientation for searches has been standardized and launched so that information is shared at the start of each search.
- All Cecil College employees were required to complete an online training program in diversity in FY '14.
- Campus Safety & Security information (Clery Report) was posted in print and online for current and prospective students.
- Civility elements were threaded throughout all student orientation programs.
- Multicultural Services hosted "Justice versus Injustice: Policing America". The program included a presentation and discussion of the impact of race, profiling, and hate crimes in today's society. More than 50 students, staff, and community representatives attended the event.
- Web-based professional development seminars in Cultural Sensitivity and Diversity are a required element in the professional development series for all employees.
- Expanded programming & communications posted on MyCecil, and a multicultural brochure and a newsletter was created and distributed in FY '12 – FY '14.

SITUATION ANALYSIS – Internal Factors

Institutional Enrollment Highlights

Annual FTE for Credit and Continuing Education



ANNUAL Credit Enrollment by Race/Ethnicity (2010 – 2014)

	2010	2011	2012	2013	2014
African American	201	240	274	241	244
Part-Time	138	145	174	160	150
Full-Time	63	95	100	81	94
American Indian	15	13	19	15	16
Part-Time	10	12	13	9	7
Full-Time	5	1	6	6	9
Asian	28	27	29	25	33
Part-Time	18	15	18	19	17
Full-Time	10	12	11	6	16
Hispanic	47	45	61	64	47
Part-Time	26	31	47	31	18
Full-Time	21	14	14	33	29
White	2065	2176	2217	2142	2171
Part-Time	1236	1445	1471	1440	1329
Full-Time	829	731	746	702	842

Credit Enrollment Summary – FALL 2014

RESIDENCY

	Headcount				FTE			
	In County	Out of County	Out of State	Total	In County	Out of County	Out of State	Total
2013	2223	115	231	2569	693.2	31.8	71.6	796.6
2014	2173	142	237	2552	676.0	40.1	66.6	782.7
% Diff.	-2.2%	23.5%	2.6%	-0.7%	-2.5%	26.1%	-7.0%	-1.7%

SELECTED DEMOGRAPHIC INDICATORS

	Gender		Enrollment Status		Admission Status		
	Male	Female	FT	PT	New	Continuing	Re-admit
2013	962	1607	1039	1530	732	1502	335
2014	980	1572	1013	1539	801	1452	299
% Diff.	1.9%	-2.2%	-2.5%	0.6%	9.4%	-3.3%	-10.7%

DIVERSITY

	African American	American Indian	Asian	Hispanic	Other	Total Minorities	Caucasian	Total
2013	286	52	50	108	2	498	2266	2764
2014	305	46	70	127	0	548	2462	3010
% Diff.	6.6%	-11.5%	40.0%	17.6%	-100%	10.0%	8.6%	8.9%

*Race and Ethnicity is reported as a duplicated headcount in accordance with regulation.

AGE

	<17	17 – 20	21 – 25	26 – 30	31 – 40	41 – 50	51 – 60	> 60
2013	34	1123	617	221	278	189	78	29
2014	69	1108	605	260	249	160	81	20
% Diff.	103%	-1.3%	-1.9%	17.6%	-10.4%	-15.3%	3.8%	-31.0%

Source: 10/17/14 Daily Enrollment Report

Graduation Rates

2013 Ethnicity of Graduates (Total Graduates = 273)

African American	29	10.6% of graduating class
Asian	6	2.2% of graduating class
American Indian	3	1.1% of graduating class
Hispanic	9	3.3% of graduating class
Other	3	1.1% of graduating class
Total Minorities	50	18.3% of graduating class

2014 Ethnicity of Graduates (Total Graduates = 302)

African American	21	7.0% of graduating class
Asian	2	0.7% of graduating class
American Indian	3	1.0% of graduating class
Hispanic	10	3.3% of graduating class
Other	4	1.3% of graduating class
Total Minorities	40	13.2% of graduating class

Retention Rates

Fall to Fall Retention

All Minority Students

Fall '09 to '10	Fall '10 to '11	Fall '11 to '12	Fall '12 to '13	Fall '13 to '14
42.0%	42.0%	45.7%	38.5%	40.9%

All Students

Fall '09 to '10	Fall '10 to '11	Fall '11 to '12	Fall '12 to '13	Fall '13 to '14
47.6%	45.9%	48.8%	47.4%	46.8%

Fall to Spring Retention

All Minority Students

Fall '10 to Spr. '11	Fall '11 to Spr. '12	Fall '12 to Spr. '13	Fall '13 to Spr. '14	Fall '14 to Spr. '15
64.2%	72.2%	60.5%	68.2%	69.3%

All Students

Fall '10 to Spr. '11	Fall '11 to Spr. '12	Fall '12 to Spr. '13	Fall '13 to Spr. '14	Fall '14 to Spr. '15
69.6%	68.4%	68.7%	69.5%	69.8%

Cecil College Employment Diversity

2014 Ethnicity	Administrative Professional	Classified Staff	Faculty	Grand Total	% of Total
American Indian or Alaska Native		1		1	0.6%
Asian			3	3	1.8%
Black or African American	5	2	3	10	5.8%
Hispanics of any race	2	1	1	4	2.3%
White	81	27	45	153	89.5%
Grand Total	88	31	52	171	
Minority % by Category	8.0%	12.9%	13.5%	10.5%	
African American %	5.7%	6.5%	5.8%	5.8%	

SITUATION ANALYSIS – External Factors

Cecil County: Population Highlights

Sources: US Census Quick Facts (<https://quickfacts.census.gov>) and Maryland State Data Center

- As of 2014, Cecil County’s population, including municipalities, is estimated at approximately 102,383, a 1.3 percent increase over the County’s population of 101,108 in 2010. This number is projected to be 125,250 by 2030, a 23 percent increase.

Population Projections: Cecil County, Maryland

Population		2014	2020	2030	Change 2014-2030	
					#	%
TOTAL		102,383	108,600	125,250	+22,867	+22.3%

- By 2030, the County’s share of the statewide population is projected to rise from 1.7% to 1.9%.
- The county population continues to grow but not at the rate that was projected in 2010. Since 2010, the increase has averaged .8% annually and was anticipated to grow 1% or more annually (US Census, Quick Facts, 2014).

Cecil County: Race & Ethnicity

Total Population, 2014 estimate	102,383
White	89.3%
Black	6.8%
American Indian	0.4%
Asian	1.3%
Hispanic	4.1%
Pacific Islander	0.1%
Two or More Races	2.2%

Source: Cecil County, Maryland Census Quick Facts

Cecil County: Education Highlights

Educational Attainment in the United States (Source: American Community Survey, 2011, 2014):

Level of Education	% of total	
	2011	2014
Less than 9 th grade	4.0	3.9
9 th to 12 th grade, no diploma	9.1	8.7
High school graduate (including equivalency)	37.4	36.7
Some college, no degree	21.8	21.9
Associate’s degree	6.8	7.1
Bachelor’s degree	13.9	14.1
Graduate or professional degree	7.1	7.7

Cecil County Public Schools Highlights

Source: Maryland State Department of Education Report Card, 2014

- Enrollment in the public schools has declined from 15,937 in 2011 to 15,824 in 2014 from the previous four years.
- The four-year adjusted cohort dropout rate for Cecil County and the State of Maryland has declined each year since the class of 2010. The most recent adjusted cohort dropout rate for Cecil County class of 2014 is 9.09% while the State of Maryland is 8.35%.
- Cecil County minority student enrollment is 20.5% of the total population enrolled in grades K-12, or 3,249 students. 27.8% of these students (900) 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
3249	41	132	1336	900	20	820
Approximate Enrollment by Race in Grades 9-12						
900	0	51	451	219	0	179

May 2015 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	84	87	171	1	11	25	127	7
Attend Four-Year College Out of State	66	96	162	1	4	18	135	4
Attend an Ivy League School	*	*	2	0	0	0	0	0
Attend MD 2-Year College (Not Cecil College)	21	41	62	2	1	17	41	1
Attend Cecil College	152	187	339	2	4	28	295	10
Attend 2-Year College Out of State	5	13	18	1	0	4	11	2
Attend Career or Technical School/Training	49	35	84	1	0	15	67	1
Enter Employment (Related to high school program)	39	11	50	0	0	3	47	0
Enter Employment (Unrelated to high school program)	68	51	119	1	0	12	100	6
Enter Military	43	8	51	1	0	6	41	3
Enter Supported Employment (Individuals with disabilities)	11	6	17	0	0	1	15	1
Enter a Community Living Program	1	1	2	0	0	0	2	0
Other	4	3	7	0	0	0	7	0
*TOTAL Graduates	543	539	1084	10	20	129	888	35



2015 – 2017 Cultural Diversity Plan

Student Recruitment and Retention

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
<p>Increase the number of minority students who enroll.</p>	<p>Increase the enrollment of students of color by 3% annually in FY '16 & '17.</p> <ul style="list-style-type: none"> • Increase outreach efforts at area churches. • Broaden focus of recruitment to target a wider range of racial and ethnic groups. • Participate in 4 community events & programs in geographic locations where more minority residents can be informed of college opportunities. 	<p>L. Hoxter C. Mishoe M. Michaels</p>	<p>On target to achieve goal with 2.6% growth in minority students</p> <ul style="list-style-type: none"> • Fall 2015 total minority students = 349 versus fall 2014 total minority students = 340 • Fall 2015 Afr. Amer. students are the largest minority population 259 respectively followed by Asian students 43 • 12/15 MSSAB Rep. - M. Mercado represented Cecil College at UD ASPIRA College Panel for Latino students - 32 students attended. • Increase outreach efforts at area churches completed: <ul style="list-style-type: none"> ○ Pastors R. & S. Smith Anniversary IYWCC 10/15. Student B. Pruett attended 5/16 shared her experiences with Hoxter. Pastor R. Smith member of multicultural advisory board. ○ MLK Breakfast Wright's AME Church 1/16-Cecil President, VP Govt. Relations, MSS Director attended. Approximately 100 people attended. ○ Rev. D. Bryant 20th Anniversary New Creations Ministry 4/16 ○ Providence Good Friday Service & Fish Fry 3/16 ○ Community events: Career & College Fair Pilgrim Baptist Church 20 elementary, middle & high school students 3/16 ○ Pilgrim Baptist Church recognition of V. Rector 1st lady & EHS teacher. Program participant Hoxter attended with student, parent and CCPS administrators 5/16 ○ Co-hosted with NAACP Minority Scholarship Night at Cecil NEC 10 participants 2/16
<p>Increase the rate of enrollment of Cecil County High School minority graduates in CC</p>	<p>Increase minority enrollment at Cecil among recent CCPS grads by 3% in fall '15 – fall '16.</p> <ul style="list-style-type: none"> • Increase participation in Multicultural Recruitment Day by 15 and increase the number of applicants by 15. • Host a Multicultural Open House for CCPS students and parents from 4 high schools by spring 2016. 	<p>L. Hoxter T. Swan C. Mishoe</p>	<p>Overall minority enrollment increased in FY 2016. Fall '15 CCPS data collected as baseline for first-time minority enrollment.</p> <ul style="list-style-type: none"> • 266 of the CCPS "Class of 2015" enrolled at Cecil in the fall 2015. 15.4% of these students were minorities (41 students). • 4/16: 45 students 4/15: 60 students attended Multicultural Recruitment Day. • 5/16 representatives of CCCTA Multicultural Affairs, Cecil County Branch NAACP and Cecil College Multicultural Affairs discussed plans to assess and host a countywide educational forum for the fall 2016 semester.

<p>Develop and implement new recruitment strategies that target minority out-of-district students.</p>	<p>Increase the enrollment of minority out-of-district student by 2% in FY '16 & '17.</p> <ul style="list-style-type: none"> • Visit high schools in DE & PA using student ambassadors to recruit 2-4 students at each site. • Participate in 4 community events in locations where residents are not aware of Cecil programs and scholarship opportunities. • Identify out-of-district students to implement four targeted social media messages to encourage enrollment. 	<p>M. Jerome L. Hoxter T. Grinnage</p>	<p>On target with expanded recruitment efforts of out-of-district students in PA and DE.</p> <ul style="list-style-type: none"> • Cecil represented at Latino College Fair 12/15- 32 students attended. • DE-Attended 17 Delaware college fairs and 16 On-Site high school visits in 2015-2016 recruiting season. • PA-Attended 6 college fairs and 9 On-Site visits in 2015-2016 recruiting season. • Community Events-Hosted the Lighthouse Youth Center for a campus tour and admissions presentation. (4 students) • Attended the City of Wilmington Department of Parks & Rec Career & College Fair (Howard High-DE). (35 students)
<p>Increase the promotion of financial aid options to minority populations as a recruitment & retention tool</p>	<p>Increase the rate of minority students receiving fin. aid or scholarships by 2% in FY '16 & '17</p> <ul style="list-style-type: none"> • Secure scholarship funds to assist students with educational needs by contacting non-traditional resources (fraternities, sororities, veterans, community groups) 	<p>A. Solecki L. Hoxter M. Moore</p>	<p>Minority students receiving aid increased from 295 to 303, or 2.7% in FY 2016</p> <p>FY 2015: Total students receiving aid = 1464, Minority students receiving aid = 295. (Minority Percentage of Population = 20.15%) FY 2016: Total students receiving aid = 1420, Minority students receiving aid = 303. (Minority Percentage of Population = 21.34%)</p> <ul style="list-style-type: none"> • Minority Scholarship Info Session held 2/16 (Co-sponsor NAACP) • Essay Writing Workshops held @ Elkton Library and Cecil College to assist students with scholarship applications. Co-sponsors: Cecil College, DST Sorority of Harford & Cecil Counties and NAACP. • Multicultural Student Services Recruitment Day: Scholarship Application Workshop held 4/16 – of the 45 CCPS participants all 20 seniors completed scholarship application workshop, to receive award determination in 6/16. • Targeted outreach in June/July 2016 to invite Multicultural students to attend Take Charge Tuesday Events, which opens them to eligibility for TCT Scholarship funds, as needed.
<p>Expand recruitment activities to increase the enrollment of minority students who transition from non-credit to credit courses</p>	<p>Enroll 6 non-credit students annually who continue their education after cont. educ.</p> <ul style="list-style-type: none"> • Increase the credit enrollment of ABE/GED students by in FY '16 & '17. • Increase the credit enrollment of healthcare students by 2 in FY '16 & '17. • Increase the credit enrollment of business students by 2 in FY '16 & '17. 	<p>L. Hoxter C. Fletcher K. York</p>	<p>On target with expanded recruitment efforts of cont. educ. students</p> <ul style="list-style-type: none"> • 4/16: 2 credit students met 8 ESOL evening students at ES. • 5/16-International student presented to 40 ESOL, ABE/GED students about challenges and opportunities of attending Cecil. • Elkton Station Diversity Team hosted monthly celebrations (2nd Wed of each month) for ABE/GED students. Attendance ranged from 40-60 participants. The month of April was an evaluation and planning time for 2016- 2017 school year.
<p>Develop and launch targeted retention strategies for minority students.</p>	<p>Increase the annual fall-to-fall, minority retention by 2% annually in FY '16 & '17.</p> <ul style="list-style-type: none"> • Identify key barriers that influence attrition and introduce aggressive strategies to reconcile. 	<p>L. Hoxter D. Gischel T. Swan</p>	<p>On target with year one retention outcomes.</p> <p>Fall-to-fall retention increased from 38.5% to 40.9% for minority students as compared to 46.8% for all students. Fall-to-spring retention increased from 68.2% to 69.3% for minority students as compared to 69.8% for all students. Minority graduates decreased from 33 to 30 from FY'15 to FY '16</p>

	<ul style="list-style-type: none"> • Offer acad. skills workshops for new students 2X/semester in FY '16 & '17. 		<ul style="list-style-type: none"> • 12/15 planning mtg. for mentors. Developed strategies for first meeting with male students. Four mentors attended. • Males of Color Empowerment Workshop 2/2016- 19 participants • Males of Color program 2/16 (W. Tipper Thomas)-12 participants
Launch strategies to target students in college prep courses to improve their academic success levels and retention.	<p>Improve success rates of minority students by 1% in FY '16 & '17.</p> <ul style="list-style-type: none"> • Offer writing workshops 2X annually. • Offer academic skills workshops for new students 2X/semester in FY '16 & '17 • Host a “Math Made Easy” activity for students by spring 2016. 	<p>T. Swan M. Samuel L. Hoxter</p>	<p>Year one programming launched, success rates to be evaluated in FY 2017</p> <ul style="list-style-type: none"> • 7 students attended the Real Life Applications of Academic Skills Student Success Conference on 02/16. Of the 7 participants 3 were minority male students. The student conference included math, writing, and study skills workshops. Students also received information about the College’s student advocate office for additional guidance and resources.
Offer summer programs for minority students to sustain engagement in Cecil and to increase the return rates in the fall semester.	<p>Increase spring to fall retention of minority students by 2%.</p> <ul style="list-style-type: none"> • Offer April workshops regarding the impact of degree completion on employability for at least 20 students in FY '16 and '17 • Offer summer mentoring for minority students in FY '16 and '17 • Offer summer internships for 3 minority students in FY '16 and '17 	<p>T. Swan A. Coston L. Hoxter M. Mercado</p>	<p>FY 2016 served as planning year. Internships and summer programs to be launched summer '17.</p> <ul style="list-style-type: none"> • 4/16 hired Multicultural Program Assistant to formalize internships and mentorship programs for students of color. • 6/16 hosted the first “Connections Internship & Mentoring Open House” for students of color hosted by Career and Multicultural Services. • Internship plans include sending regular job announcements to students and posting on the MSU MyCecil page.
Expand the peer-to-peer mentoring program as a mechanism to improve retention rates of minority students.	<p>Offer 2 programs/semester in FY '16 & '17 for at least 20 new minority students to create peer connections and encourage retention.</p> <ul style="list-style-type: none"> • Provide an orientation/workshop each semester for new and returning students. • Identify and assign mentors for a minimum of 10 new students annually. • Assign an academic advisor to each program participant. • Expand “Making Students Unique” (MSU peer mentoring program: FY '16 & '17). 	<p>L. Hoxter C. Lampkin M. Mercado MSU</p>	<p>On target with programming. Mentoring goal not met in year 1.</p> <ul style="list-style-type: none"> • March Gladness/Registration Rally held-3 students attended • MSU end of the semester munch and mingle and Cinco de Mayo celebration held on 5/16 -25 participants attended. • Mentoring program and meeting schedule to be formalized in the fall semester.

Cultural Activities in Collaboration with Community Partners

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Collaborate with CCPS to provide programming for high school students which focus on the value of education.	<ul style="list-style-type: none"> • Develop strategies to increase dual enrollment among minority students in spring '16 as a pathway to pursuing college after high school. • Participate in 2 existing CCPS programs to broaden student awareness of college in FY '16 and ongoing. • Host a multicultural education awareness forum FY '16 & FY'17 	L. Hoxter T. Jones (CCPS)	<p>Programming efforts launched in FY '16. Additional work needed to develop dual enrollment participation.</p> <ul style="list-style-type: none"> • In collaboration with CCPS, 10th & 11th grade students included in the annual campus visitation day twice annually. Targeted outcome is to generate interest in dual enrollment program during senior year. • Cecil attended CCPS Senior Awards celebrations for EHS & NEHS students attending Cecil to present Education Award from NAAC to students coming to Cecil after high school. • Ongoing communication with EHS teachers and administrators to recruit and mentor students. Two male students processed early admission in 5/16.
Enhance the level of communications between the College and regional churches	<ul style="list-style-type: none"> • Formalize the use of newsletters distributed in area churches annually. • Advertise the College's Multicultural Programs through church announcements and social media. • Visit 4 local churches and/or church events annually. • Co-host 2 activities with churches in spring 2016 and 2017. 	L. Hoxter C. Conolly	<p>Year one outcomes achieved in program and participant numbers.</p> <ul style="list-style-type: none"> • 10/15: visited IYWCC- Elkton; Two students currently attend Cecil. Pastor Ray MSSAB member; Co-Pastor Susan Smith guest speaker for scholarship program 4/16. • Community events: Career & College Fair Pilgrim Baptist Church in Newark, DE 20 elementary, middle& high school students 3/16 • Pilgrim Baptist Church recognition of V. Rector 1st lady & EHS teacher. Program participant Hoxter attended with student, parent and CCPS administrators 5/16
Increase partnerships among the College and regional organizations that serve diverse populations in Cecil & Harford counties and DE.	<p>Brand Cecil College as a Center for Multicultural Programming in the region.</p> <ul style="list-style-type: none"> • Host 2 diversity meetings and attend 3 off-campus events each semesters. • Develop a special topics discussion series to engage community leaders. • Expand opportunities for Multicultural Advisory Board members to meet Cecil College employees by Spring 2016. 	L. Hoxter	<p>Year one outcomes achieved in program and participant numbers.</p> <ul style="list-style-type: none"> • Congresswoman Donna Edwards MLK speaker 1/16-50 participants • Co-hosted with NAACP Minority Scholarship Night at Cecil NEC 10participants 2/16 • ES "Coloring Our Way to Equality" D. Marque Hall 2/16 -40 participants at ES. • Black History presenter- Wm. Tipper Thomas III 2/16-12 participants • Major General Linda L. Singh Women's History Month speaker 3/16- 35 participants • ES "Working to Form a More Perfect Union: Honoring Women in Public Service& Government"-Janice Horton Rainsbury 3/16-40 participants at ES. • Ten Cecil College Representatives attended the 2016 Alpha Phi Alpha Scholarship Banquet for scholarships for males of Cecil & Harford Counties.

			<ul style="list-style-type: none"> • “Walk Together, Embrace Differences, Build Legacies” 2 Cecil students spoke 5/16- 40 participants at ES. • MSSAB members are actively involved with college events and activities to include church events, speaking at various heritage celebrations and student events, supporting Muse & other Cecil College Scholarships, volunteering talents and in-kind services, recommending students and candidates for employment.
Collaborate with churches and local organizations to target families and encourage attendance in the College’s Multicultural programs.	<p>Target families as a means to establish early engagement in Cecil College and increased attendance in college events.</p> <ul style="list-style-type: none"> • Promote family friendly aspects of existing programs to increase attendance rates by 5% • Develop communications targeting guardians of students in grades 8-12 	<p>C. Mishoe M. Michaels A. Markey</p>	<p>Programming increased in FY 2016. Communications strategies to be launch in FY 2017.</p> <ul style="list-style-type: none"> • Cecil presented EHS Teacher- Mrs. Rector with a certificate of appreciation on 5/16 at Pilgrim Baptist Church. Mrs. Rector was honored by the DE community and by EHS. Mrs. Rector refers students to Cecil College and specifically males of color and special needs students. Approximately 240 people attended the luncheon.

Inclusiveness and Critical Thinking in the Curriculum

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Increase academic pathways with faculty and multicultural services	<ul style="list-style-type: none"> Expand collaborative programming opportunities with faculty and Elkton Station Diversity Team, Multicultural Student Union and Multicultural Student Services Advisory Board in FY'16 and FY'17. 	D. Linthicum L. Hoxter	<p align="center">Programming collaboration increased in year one</p> <ul style="list-style-type: none"> 10/15 Multicultural Services presents at Hispanic Heritage - ES. Population ESOL, ABE/GED, CCPS, 30 students Male Mentoring Program 12/16, 18 students /5 mentors attended Collaborative Programs: <ul style="list-style-type: none"> Male "EMPOWERMENT" Program 2/16, 20 males /6 mentors Mardi Gras History & Celebration 2/16, 30 participants NEC <i>New program:</i> National Developmental Disability Awareness Program 3/15, 45 participants. Multicultural Student Services awarded certificates to the 5 CCPS 2015 Learning For Independence graduates. ES
Infuse multiculturalism, pluralism, and global awareness into the educational curriculum	<ul style="list-style-type: none"> Establish and offer diversity in curriculum training to all new faculty members during their first academic year. Implement a Visiting Diversity Scholar Program. 	D. Ore C. Cashill	<p align="center">Adequate minority representation achieved in visiting professors program. Greater participation targeted for FY 2017</p> <ul style="list-style-type: none"> Established a "Visiting Professor" program using regional industry experts. It is anticipated that a number of the visiting Professors will be from diverse cultures A Managing Cultural Diversity program was held on 4/16 for Cecil College leaders. The workshop provided participants with the skills they need to practice sensitivity and tolerance, while eliminating insensitive or offensive behaviors. Participants learned: <ul style="list-style-type: none"> Importance of sensitivity and respect in the work environment How to identify and eliminate offensive behavior How to spot actions and words that have unintended consequences How to empathize with coworkers When comments cross the line: how to respond when you offend How to communicate in a supportive and sensitive manner How to create a culture of tolerance How to apply principles that promote a positive, respectful workplace
Achieve diversity balance among full-time and adjunct faculty members as a mechanism to strengthen the engagement and completion rates of minority students.	<ul style="list-style-type: none"> Increase the percentage of diverse full-time and adjunct faculty members to meet or exceed the Cecil County Minority Persons Census percentage of 13.5% 	D. Ore C. Cashill	<p align="center">Year one goal achieved among full-time faculty. Heightened efforts being made to increase adjunct faculty representation.</p> <ul style="list-style-type: none"> As of Feb. 2016, adjunct minority faculty is 9.9% and the full-time minority faculty is 13.5%. Continuous efforts made to hire qualified faculty members from diverse cultures. The current percentage of all diverse employees is 12.5% There was a 24% year over year increase in diverse adjunct and full-time faculty members – In 2015, the total percentage of diverse adjunct/full-time faculty was 8.6% and in 2016 that number went up to 11.3%

<p>Investigate and capitalize on opportunities to target and offer diversity events.</p>	<ul style="list-style-type: none"> • Assess 2 topics that expand awareness of diversity issues in credit offerings by spring 2016. • Assess 2 topics that expand awareness of diversity issues in continuing education offerings by spring 2016. 	<p>D. Ore M. Dean L. Hoxter</p>	<p>Events and participation increased in FY 2016. Specific assessment results of gen. ed. outcome “F” to be reviewed in FY 2017.</p> <ul style="list-style-type: none"> • All course are assessed every three years. As of 2/16, more than 500 courses have been assessed. Outcome “F” is awareness of cultural diversity and is documented on each course syllabi. • The nursing program addresses 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, requiring self-assessment by the nursing student and feedback from nursing faculty weekly, are embedded in each clinical course related to cultural competency. Clinical competencies are reviewed annually by faculty. • Continuing Education continues to expand its diversity related offerings. Currently these include: English as a second language; the Cecil Leadership Institute; Human Resource Management; Family Life issues; Project Literacy training; Professionalism in Healthcare; and History and Humanities. • U.S. Rep. Donna Edwards, was the keynote speaker for the Dr. Martin Luther King Jr Celebration (2016). Approximately 50 college and community people attended the luncheon. • The 2016 Women’s History Month Celebration- “Working to form a More Perfect Union: Honoring women in Public Service and Government,” Major General Linda L. Singh was the keynote speaker. Approximately 35 students, staff and community representatives attended.
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Cultural Diversity in all areas of Employment and Professional Development

<i>Targeted Actions</i>	<i>Targeted Outcomes & Dates</i>	<i>Person(s) or Office Responsible</i>	<i>Reporting Progress & Dates</i>
Increase the percentage of African American full-time faculty	<ul style="list-style-type: none"> • Increase full-time African Amer. faculty by 3% & adjunct faculty by 2% by FY '17. • Aggressively target minorities for full-time faculty positions through MSSAB, HBCUs, MD Diversity Roundtable, and minority publications by fall 2015 and ongoing.. 	C. Cashill with Hiring Supervisors L. Hoxter	<p>Year one goal achieved among full-time faculty. Heightened efforts being made to increase adjunct faculty representation.</p> <ul style="list-style-type: none"> • As of 2/16, adjunct minority faculty is 9.9% and the full-time minority faculty is 13.5%. Continuous efforts made to hire qualified faculty members from diverse cultures. • The current percentage of all diverse employees is 12.5% • In 2015, the total percentage of diverse adjunct/full-time faculty was 8.6% and in 2016 that number went up to 11.3%
Demonstrate support for the advancement of minority hires as a standard practice in all search processes.	<ul style="list-style-type: none"> • Provide information to search committees to ensure that the membership is aware of the College's diversity goals. • Sustain protocols for adequate levels of diversity for candidate and finalist pools in all searches. 	C. Cashill M. Mickle	<p>Human Resources continue to advocate for qualified candidates who represent diversity in the applicant pool.</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Increase student attendance by 5% annually over the next two years. • Increase staff attendance by 5% annually over the next 2 years • Include Cultural Sensitivity training in the mandatory professional development programs completed by all employees. 	L. Hoxter Acad: Dept. Chairs C. Cashill	<p>Year one goals achieved in increased programming & participation</p> <ul style="list-style-type: none"> • FY 2016 Programming levels included 12 events & 365 participants: <ul style="list-style-type: none"> ○ 10/15 Hispanic participants 15 participants NEC, 40 ES ○ 11/15 Native American 40 participants ES, 30 participants NEC ○ 12/15 Holidays Around the World participants 36 NEC ○ 01/16 King Celebration 75 participants NEC ○ 02/16 African American 40 participants NEC, 12 participants ES ○ Women's History 15 participants NEC, 37 participants ES ○ 05/16 Asian American 40 participants ES ○ 05/16 Cinco de Mayo 25 participants NEC • All College employees are required to complete an online training program in diversity annually.
Heighten awareness of the consequences of prejudicial behaviors through programming & communications.	<ul style="list-style-type: none"> • 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 staff in implementation of the Cultural Diversity Plan in FY '16 & '17. 	C Conolly W. Woolston C. Skelley L. Hoxter	<p>Year one actions achieved</p> <ul style="list-style-type: none"> • No crime on the Clery Report manifested evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity, or disability in 2013, 2014 or 2015 as prescribed by the Hate Crime Statistics Act (28 USC 534) • Prevention and awareness programs for all incoming students are provided during New Student Orientation in August and January • Prevention and awareness programs for adjunct and full time faculty provided beginning of fall and spring semesters. • College employees received a copy of the Cultural Diversity Plan by email and Plan is easily accessible on Cecil webpage.

Chesapeake College Cultural Diversity Report

Chesapeake College understands that a diverse faculty, staff, and student body will enhance the overall learning experience, and is proud to see on our campus diversity in race, age, ethnic background, religious choice, and ability. Through curricular and co-curricular activities, students are engaged in an environment that fosters diversity. Both academic and student success faculty as well as staff are aware of and committed to creating a learning environment that is respectful of diversity in all its aspects and is a place where differences can be acknowledged and celebrated instead of ignored or hidden.

Chesapeake College Cultural Diversity Planning and Assessment

The College created its first cultural diversity plan in 2009 and reaffirmed its second plan in 2013. In 2014, that plan was restructured to better align with the college’s new strategic plan goals. The Diversity Committee, made up of cross-divisional representation, was created in 2009 to ensure for successful implementation of the college's Diversity Plan. Referencing Senate Bill 438 and House Bill 905, cultural diversity is defined as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education.

The goals set forth in Chesapeake College’s 2014-2018 Diversity Plan encompass a broader view of diversity, respecting differences and promoting inclusion of all individuals regardless of race, ethnicity, nationality, culture, gender, age, religion, sexual orientation, socioeconomic status, military service, and abilities. The plan, considered by the college to be a cross-divisional plan because the responsibility for administration extends across multiple divisions, contains four macro-level goals. Three of the goals are directly aligned with the college’s Strategic Plan and one is a cross-divisional goal. Each goal has a number of strategies for achievement of the goal. The structure follows:

Goal	Strategies
Strategic Plan Goal 1: Transform the Student Learning Experience	<ul style="list-style-type: none"> • Evaluate general education course curriculum to annually assess student learning outcomes of cultural diversity and ethics competencies • Enhance continuing education offerings on diversity and multicultural issues • Offer a variety of multicultural activities, events and learning opportunities that increase exposure to diverse people, cultures, ideas and viewpoints to the general public • Expand and enhance partnerships designed to extend diversity and multicultural education to the broader community • Faculty share best practices on varied teaching approaches to support the learning of diverse populations

Goal	Strategies
Strategic Plan Goal 3: Improve Student Goal Attainment	<ul style="list-style-type: none"> • Evaluate and improve academic programs to close the minority achievement gap • Evaluate student support programs (e.g. SAIL, FOCUS, Academic Support, TRIO) to ensure adequate support services are provided for "AT RISK" student populations (e.g. Veterans, adult learners, English speakers of other languages (ESOL), under-prepared, low-income, minority, first-generation, students with disabilities) • Evaluate academic pathways to credit courses and support needs of English Speakers of Other Languages (ESOL) students
Strategic Plan Goal 4: Growing Enrollment	<ul style="list-style-type: none"> • Evaluate strategies of the college's Marketing Plan to ensure successful implementation and that it adequately addresses under-served and under-enrolled (e.g. male, low-income, first-generation, minority) student populations
Other Cross-Divisional Goal: Recruit, hire, retain and support a diverse workforce	<ul style="list-style-type: none"> • Evaluate college policies and procedures to identify if any barriers exist in the recruitment, retention or promotion of diverse faculty and staff • Implement cultural diversity appreciation training for faculty and staff

Each goal has a number of quantitative measurable outcomes associated with it. The complete list of 17 measures is:

Goal	Measurable Outcomes
Strategic Plan Goal 1: Transform the Student Learning Experience	<ul style="list-style-type: none"> • Graduates' experience at Chesapeake developed their ability to recognize and appreciate cultural diversity • Graduating students' satisfaction with aspects of diversity: <ul style="list-style-type: none"> a. The overall college climate promotes respect for inclusiveness b. College staff and faculty demonstrate a commitment toward equity for all students c. Student groups are accepting of diverse student backgrounds d. I have had exposure to multicultural perspectives in my course work e. I have had exposure to multicultural perspectives in the college activities I have attended.
Strategic Plan Goal 3: Improve Student Goal Attainment	<ul style="list-style-type: none"> • Minority student fall-to-fall retention • Minority first-time student successful-persister rate • Minority first-time student graduation-transfer rate • TRiO served first-time persistence
Strategic Plan Goal 4: Growing Enrollment	<ul style="list-style-type: none"> • Credit/Developmental: percent minority student enrollment • Continuing Education: percent minority student enrollment • Headcount of veterans enrolled in credit/ developmental classes • Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses • Continuing education enrollment of senior citizens
Other Cross-	<ul style="list-style-type: none"> • Percent minorities of full-time faculty

Goal	Measurable Outcomes
Divisional Goal: Recruit, hire, retain and support a diverse workforce	<ul style="list-style-type: none"> • Percent minorities of full-time administrative and professional staff

Subject matter experts, in conjunction with the office of Institutional Research, Planning and Effectiveness, developed terminal year plan target values for each outcome that reflected expected performance over the entire plan period. Additionally, annual targets, first established for FY2015, relate to expectations for the current year, based on annual action plans associated with the various goal strategies. The targets were compared against actual values to determine level of progress. Based on this review, the areas that were deemed deficient (principally graduates' experience re: cultural diversity and various enrollment measures) received additional focus in the FY2016 action plans. This process is now operationalized and will continue as an ongoing annual activity.

Efforts to increase the numerical representation of traditionally underrepresented groups

The Mid-Shore service area relies on Chesapeake College to create an atmosphere that is welcoming to all students, visitors, and employees. The college is fully aware of the important role it plays in building this sense of community, as well as of the richness added to the campus by a diverse population. Efforts are continually being made throughout the college to reach out to groups that have been traditionally underserved.

To recruit new students, it is essential for college representatives to go into the community and local schools to provide information. Minority status in the college's five county service region is often related to lower socio-economic status and areas of extremely limited public transportation. Specific services included college interest meetings, on-site Accuplacer testing, and registration sessions. The Accuplacer assessment was also offered to English as a Second language (ESL) students and interpretation of their scores was provided. The counselors at each of the high schools were made aware of the visits and services available and were encouraged to promote Chesapeake College to minority, culturally diverse, and first generation college-bound students. These efforts by the Admissions team included visiting all nine public high schools within the service area as well as one private school. An additional visit was offered during the spring 2016 term to another local private school. Twenty interest meetings were offered twice during the academic year at the public schools within the region. In addition, the Office of Multicultural Affairs, a part of the Admissions Team, implemented an initiative for increased outreach and information sharing to students known to have low exposure/education about college including first-generation, Career and Technical Education participants, and potential Dual Enrollment students with need for additional support.

Chesapeake College hosts an annual open house in April. Approximately 300 high school students attend each year, including many minority, including Hispanics, and other culturally diverse college prospects. Bus transportation, for which the college reimburses the schools (either fully or partially depending on the number of busses), increases ease of attendance at this event. Individual and small group campus tours were also given throughout the year to increase

awareness of admissions and enrollment procedures, and college programs (credit and noncredit) among culturally diverse students. In addition, the Office of Admissions and Multicultural Affairs conducted the following activities:

- Collaborated with the Learning Resource Center in recognition of Irish American Authors and literature, request of Irish American Ambassador/Commission for recognition in March, with request from the college president to participate.
- Showed the movie *Selma* in partnership with Uhuru (Multicultural Student Union) and Student Activities. Facilitated discussion following the movie.
- Collaborated with a local organization, the Gloria Richardson Bar Association, in presenting Mr. Leutrell Osbourne, Sr., former African-American CIA staff member.
- Attended several Kent County Discussion Group on Race and Culture sessions.
- Church contact
 - Initiated contact with several area churches through sharing information about the Black History Luncheon, Multicultural Advisory Committee membership, networking and general engagement.
 - Secured a more updated list of church contacts to improve engagement efforts.
- Intentional outreach provided within all county service areas. Specific focus on community events that include under-represented prospective or current student populations.

In the Division of Continuing Education and Workforce Training, there is a wide array of recruitment and information initiatives to inform service region residents, businesses and potential students about educational opportunities. FY2016, activities included information meetings, participation in events sponsored by local organizations and agencies, and wide distribution of materials describing the programs offered on campus and in the community.

The Adult Education Program offered registration and classes in more than 40 locations throughout the communities we serve. More than 300 information and registration sessions were held, and more than 60 classes were offered throughout the year. Chesapeake College Adult Ed program staff maintained offices at the One Stop Centers and Family Support Centers throughout the community and served as a resource to these and other agencies on a daily basis.

In addition, presentations have been made to community organizations with a diverse focus, such as: The Chesapeake Multicultural Center where we do recruitment, class registrations, and partner for Citizenship classes; outreach through Spanish advising at various advanced level Adult Education ESL classes; and recruitment presentations given to over 500 adult ESL students to encourage them to consider Chesapeake College for their children. We expanded opportunities through the Caroline County Public Library system by holding weekly registrations in the Denton Library, and we have provided additional opportunities for workforce training as well as GED and ESL courses. Information meetings were held with local officials and High School guidance counselors in the five counties. Program representatives attended the Parent Nights for the Caroline County Recreation and Parks Century 21 Afterschool Program.

The Adult Education Program partnered with the Kent Family Center and the Judy Centers in Talbot, Queen Anne's, Caroline and Dorchester Counties to provide free and low cost child care

to Adult Education students while they attended class. We established relationships with Dri-Dock and Anchor Point that are organizations who serve low income and disadvantaged clients.

To address concerns about retention in Adult Education classes, we instituted a calling program for absent students to determine reasons for their absences. For ESL students this was done by a native Spanish speaker and a native Haitian Creole speaker to enhance students' comfort levels.

Cooperation with area employers is also important to increase educational opportunities for international workers. Continuing Education has partnered with groups such as the Workforce Investment Board through a partnership for Rapid Response Sessions for employees of local businesses that are closing, providing both class information and translation services. We also worked with Maryland Department of Labor and Licensing representatives, as well as employers such as The Hilton and REEB, a local door manufacturer. Continuing Education instructors have developed courses such as Workplace English and Workplace Literacy Classes, and expanded the offering of Workplace Spanish classes into the community. Other efforts include outreach toward organizations and agencies representing larger populations of underrepresented communities in all the service region's five counties, including offering classes to the inmates at Detention Centers, developing close working relationships with ESL Coordinators in the public schools, and with the Family Service Coordinators at each Family Support Center.

Besides outreach into the community, an important part of the college's effort to increase services to traditionally underrepresented populations involves coordination with Chesapeake College faculty and advising services to increase awareness of ESL offerings and services, and efforts to increase awareness of language needs for many minority students. The former Adult Education Program ESL instructional coordinator now serves as the college advisor for credit students and provides advising services to all students, as well as helping second language learners bridge the transition from noncredit to credit classes. She also assists with additional needs such as FASFA, Dream Act, visa and Deferred Action for Childhood Arrivals (DACA) questions. A strong cooperative relationship between the ESL Academic English Adult Education grant-funded program and the English Department has been forged over the years to ensure alignment and smooth transitions for ESL students. Recognizing that language skills are important in content areas other than just English classes, Adult Education developed a transition class for Academic Math.

As a result of these and other efforts over the years, Chesapeake College has been successful in attracting minority students. The percentage of credit students from a racial or ethnic minority has exceeded comparable service area population percent in twelve of the last thirteen years. In fall 2015, minorities comprised 26.5% of the Chesapeake student body, but only 20.0% of the regional population. In FY2015 (the most recent available), 31.7% of all continuing education students were from a minority group.

Another goal of the college's Diversity Plan is to, "*Recruit, train and support a diverse workforce.*" The college has been successful in minority staffing. The Human Resources department monitors all employment policies to ensure no barriers exist for employees from diverse backgrounds. Also closely monitored are exit interview data from employees to assess whether there are diversity issues or concerns that we need to address. Chesapeake College

turnover continues to be low, at 13.8%, with minority turnover representing just 3.6% of the total workforce. It should also be noted that the college again offered a voluntary retirement incentive for employees who met the age and service requirements. This data was reviewed. No issues were identified in the exit interview data from FY2016 that caused any concern in reference to minority turnover.

The College had only 26 new hires in the last year, seven of whom were minorities, representing 26.9% of the new hires. Of these new hires, one was hired as a faculty member, two were exempt professionals, and four were non-exempt staff members.

Human Resources representatives also meet with each search committee to explain our commitment to diversity and to encourage search committee members to consider diversity during the selection process. In addition to the usual sources of advertising, ads are placed in diversity publications such as *Diverse Issues in Higher Education*. Historically Black Colleges and Universities in the area with graduate programs in the search areas were contacted for additional recruitment efforts. All search committee members also receive a packet of information on hiring procedures that includes information on fair hiring practices and allowed questions, and search committee chairs emphasize the college commitment to increasing the diversity of our workforce. These initiatives help demonstrate Chesapeake College's continued commitment to making diversity a priority.

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Faculty and staff both need recurring training and practical ideas for more fully meeting the needs of a diverse population. Co-chairs of the Diversity Committee, the dean of Arts and Sciences and the director of Multicultural Affairs, have begun attending the newly revived Maryland Diversity Roundtable, which has become a great resource for networking and learning about diversity trainers who have been successful in other community colleges. In addition, a workshop entitled *Race Talk in the Classroom* was offered during January Faculty In-Service to all faculty members.

The graduating student survey questions students each year about their perceptions of the college's commitment to inclusiveness and equity on campus, as well as their actual instruction in multi-cultural perspectives. The diversity metrics based on this survey recently did not show increases as desired, thereby indicating the need for additional focus throughout the college experience. Results from the 2016 survey did show across the board improvements in all six measures, so there is cautious optimism that recent efforts are working. Part of our ongoing task lies in finding exactly where and how multicultural perspectives are addressed in our classrooms.

During the 2015-16 Academic year, Chesapeake College faculty, led by the Academic Assessment Council and the director of Academic Assessment, implemented changes to the General Education Program as well as the assessment methods for the program. Assessment plans were written in the fall for all Chesapeake College courses to be offered in spring 2016, with each course selecting a general education outcome to teach and assess. Of the 137 courses assessed, 12.4% elected to teach and assess diverse perspectives, and 10.2% taught and assessed

values and ethics. Faculty members reported that 88.0% of students were “proficient” in diverse perspectives, and 89.0% were rated “proficient” in values and ethics.

Not surprisingly, among the general education courses currently electing to assess “diverse perspectives”, were Cultural Anthropology, art, music, and film classes, Composition, Psychology, and all History courses. Among non-general education courses, faculty who selected this competency were found in Early Childhood Education, Food Preparation, Economics, foreign language courses, Nursing, and Medical Emergencies.

Courses electing to specifically teach and assess ethics were often found in practica and workshops, as well as courses in counseling, paralegal studies, criminal justice, counseling, accounting and business, and clinical experience courses. World Civilization courses (I & II) are among the few general education courses opting to focus on ethics.

As faculty members move into recommendations and follow up activities that close the assessment loop, we anticipate seeing even higher proficiency levels and increased embedding of activities that not only introduce but reinforce and apply the general education competencies associated with this diversity report. Other courses will also be assessed in the summer and fall semesters, giving a broader picture of these educational activities on campus.

Learning also takes place out of the classroom, and co-curricular events help to build student engagement in the college. To that end, the college participated in the following activities in FY2016.

- Hosted middle school visits in which students were exposed to resume writing, career exploration, college information, and goal setting sessions.
- Participated with the Kent County Diversity Dialog Group
- Developed and built upon community and campus relationships and collaborated in sponsorship of events to benefit the college and campus community. This included: a Hispanic Heritage event, viewing of the movie *Selma* followed by guided discussion, hosting of a presentation on the Difference between Law Enforcement and Intelligence led by a former African-American Central Intelligence Staffer. This presentation was organized by the Gloria Richardson Bar Association.
- Attended a minimum of 10 outreach events within the college service area.
- Attended University of Maryland Eastern Shore College Fair with 34 contacts and requests for follow-up from Chesapeake College.
- Attended the Kent Island High School College Fair and provided resources to Kent County High School College Fair.
- Attended and presented information about Chesapeake College and Multicultural Affairs to the Queen Anne's County Minority Achievement Taskforce.
- Worked with the college president, members of the Multicultural Advisory Committee and Uhuru (Multicultural Student Union) to identify additional resources and ways to support under-represented students and students of color attending Chesapeake College.
- Provided approximately 16 awards to assist under-represented students and students in need with educational support.
- Purchased study booklets to be supplied in the academic 2016-2017 school year to further education support and strengthen study skills to improve student success.

- Sent communication including academic calendar reminders, tutorial support and other information to under-represented students to encourage student engagement.
- Multicultural marketing materials were distributed to church leaders, representatives, and members both semesters.

Other initiatives central to the cultural diversity plan

Chesapeake's celebration of Black History Month included the Family Series' dramatization of "The Spirit of Harriet Tubman". Leslie McCurdy, the portrayer, shares Tubman's empowering story woven with words said to have been Harriet's own. The story took the audience through Ms. Tubman's childhood, her harrowing solo flight from slavery, her dedicated involvement with the Underground Railroad, her victorious rescue mission during the Civil War and her commitment to others in her later years. This inspiring solo performance teaches of the faith and conviction that drove Harriet Tubman to follow her dreams; the spirit of the past connecting with the present, inspiring her charges to have the courage to do the same in envisioning their future.

This year's Black History Month Luncheon theme was "Fulfilling the service mission of higher education: Ready to engage in racial and intercultural conversations." This event continues to be enjoyed each February by both members of the campus and greater communities of our service areas. Rev. Dr. David McAllister-Wilson, president of Wesley Theological Seminary, in Washington, DC, delivered the keynote address, addressing the hardships, both seen and unseen, of racial and cultural privilege that occur within many communities throughout the United States. He shared how the effects of injustices may be seen in many scenarios but cannot be overlooked even when the direct cause may no longer be apparent or overt. The group was encouraged to help within their individual and greater sphere of influences and to continue to share with one another building upon our commonalities and opportunities to learn from one another's differences. The attendees, staff, volunteers, and guest performers varied in age, identified race, and background. A local community organization, Destined to Rise Coalition continued to assist as volunteer hosts and ushers. Community members continued to reach out to the Multicultural Advisory Board and Multicultural Affairs Office, sponsors of the event, to reinforce their support and future interest.

An ongoing additional activity for Black History month has been coordinating the African-American Read-In, in cooperation with community partners, including middle and elementary schools and churches. This year nine different organizations hosted readings from a variety of texts by African writers, touching 1920 students and other audience members. At Federalsburg Elementary, for instance, 482 students heard readings given by the mayor, Town Council members, and Board of Education members. The Division of Arts & Sciences sent out thirty six certificates to readers.

Adult Education staff members have also been instrumental in designing programs that reach out to non-English speaking parents of potential credit level students. A member of that staff serves on the Chesapeake Multicultural Affairs Committee.

The College offers several programs to increase student engagement and success among culturally diverse students and strives each year to surpass future targets. Evidence shows that

the formal intervention programs yield positive results. The SAIL program (Success and Interactive Learning) gets first-time freshmen actively involved in the college experience. SAIL has several academic and service utilization requirements for participation. Students who complete the program and finish the semester with a quality point average of at least a 2.0 receive a scholarship discount on their spring semester tuition. The director of First-Year Programs oversaw development of the FSC/SAIL classroom, which allowed the director to standardize the Freshman Seminar Course (FSC) experience and provide SAIL participants with a home of their own, which increased cohesiveness of the group and allowed for expansion of SAIL-related activities at one central location. These programs provide invaluable support for first generation college students, many of whom are minorities.

The FOCUS Group (First-Generation Opportunities for Career and Ultimate Success) is geared for first-generation male students enrolled in a career program and provides them with intense exposure to academic support and career exploration activities during the first year in college. Finally, the TRiO Student Support Services Program, a federally funded program, helps eligible (first-generation, low-income, or disabled) students stay in school, graduate, and transfer to a four-year institution. Students engaged in these programs outperform comparison groups of students who are not in the program in terms of retention and academic performance.

The campus process for the reporting of hate-based crimes consistent with federal requirements

The *Chesapeake College Emergency Procedures Guide* is printed annually and is available to all employees on the college's Website. It is intended for the use of faculty, staff, and students of Chesapeake College specifically to provide information on how to respond to possible emergency conditions on campus. It covers such areas as bomb threats, chemical spills, crimes, serious injuries or illnesses and fires. Chesapeake College encourages employees to keep the *Manual* in an easily accessible location at all times, preferably beside the telephone. New employees are made familiar with it as part of their orientation program. Additionally, the *Chesapeake College Student Handbook and Academic Calendar*, provided free-of-charge to all students, includes information on reporting of crimes and emergency contact numbers.

All reports of criminal activity and other emergency situations result in a response by a member of the college's Department of Public Safety from the Wye Mills Campus, Cambridge Center or, the Allied Health Center. The appropriate emergency response agency will also be contacted to respond if deemed necessary for further investigation.

Federal regulations call for colleges and universities to report crime statistics to students, employees and upon request to applicants for enrollment or employment. These requirements stem from the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (2013 Amendments). In accordance with the U.S. Department of Education Regulations, Chesapeake College distributes an Annual Security and Fire Safety Report to all current students, staff, and faculty. In addition, the report is available to prospective students, staff,

and faculty upon request. The director of Public Safety makes this report available upon request.

The Annual Security and Fire Safety Report provides important information regarding campus crime and security, including information about Chesapeake College's Department of Public Safety, drug and alcohol abuse, sexual assault policies, and crime statistics for the previous three years.

Relating more specifically to diversity concerns, Chesapeake College strictly prohibits any type of hate crime against any of its faculty/staff, students, visitors, and guests. According to the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (2013 Amendments), a hate crime includes Clery Crimes that manifest evidence that the victim was intentionally selected because of the perpetrator's bias based upon race, religion, ethnicity, natural origin, gender, sexual orientation, or gender identity. Categories of hate crimes include the following: murder/non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny-theft, simple assault, intimidation, and destruction/vandalism of property.

In the event of a hate crime occurrence, a victim, witness, or anyone who discovers the incident is encouraged to contact the college's Department of Public Safety. Victims or witnesses may also contact the Queen Anne's Sheriff's Office, the Maryland State Police Centreville Barrack, Cambridge Police Department, or the Maryland Human Relations Commission.

If any of the above crimes are reported to the Chesapeake College Department of Public Safety or local law enforcement, it will be classified as a hate crime by law enforcement if there is sufficient evidence that the crime was committed based on the suspect(s)' bias towards the victim's race, religion, ethnicity, natural origin, gender, sexual orientation, or gender identity.

Victims, witnesses, or anyone who discovers a hate crime may report it in person or by phone to the Chesapeake College Department of Public Safety. They may also contact local law enforcement or the Maryland Human Relations Commission in person or by phone. The campus community can be notified and updated of any hate crime by various modes of communication such as Twitter, college email, college voicemail, and computer monitor messaging.

After a crime has been reported, the Chesapeake College Department of Public Safety will work in conjunction with local law enforcement officials, or other investigative agencies in conducting hate crime investigations.

COLLEGE OF SOUTHERN MARYLAND

**Maryland Higher Education Commission (MHEC) Cultural Diversity Report
(September 1, 2015-June 30, 2016)**

Submitted by:

**Danelle McClanahan
Associate Vice President, Institutional Equity and Diversity
September 1, 2016**

COLLEGE OF SOUTHERN MARYLAND
Cultural Diversity Plan
Update 2015-2016

Ongoing Objectives for FY 2016-2017

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 backgrounds to gather campus climate data and share data with appropriate departments and committees. (PRE/LEO/LAP /DIV)

Related to student success efforts at CSM, the Institutional Equity and Diversity Office will continue to meet with student participants who are engaged in the Men of Excellence Mentoring program on the La Plata campus for African American males and will 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, retention and graduation rates, career exploration, community service and leadership development.

Focus Groups:

The success rates of African American students have declined over the last year. The President's Council on Diversity and Inclusion initiated the African American Task Force, comprised of individuals from the College, to examine the achievement rates and make recommendations for how the institution can improve African American student success. In spring 2016, College of Southern Maryland conducted focus groups with African American students to ascertain perceptions on factors of persistence, graduation, and transfer. More than 25 participants participated in the focus groups. Results and recommendations from the focus group will be available later this summer.

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. (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.

For academic year 2015-2016 CSM established articulation agreements with Argosy University (Program to Program); Capitol Technology University (Program to Program); Chardon State College (Guaranteed Admissions); Florida Institute of Technology (Program to Program); George Washington University College of Professional Studies (Program to Program); Liberty University (Guaranteed Admissions); Mount Saint Mary's University (Guaranteed Admissions); Notre Dame of Maryland University (Program to Program); Potomac State College of West Virginia University (Program to Program); Shenandoah University (Program to Program); University of Baltimore (Guaranteed Admissions); University of Maryland, School of Nursing (Program to Program); Virginia Tech (Program to Program); West Virginia University (Program to Program). HBCU's: Coppin State University (Reverse Transfer Agreement); Delaware State University (Program to Program);

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 been developing a First Year Seminar course that considered the academic, social integration, and student success aspects of the first year experience. The course is designed in alignment with best practices to meet the success and student retention goals of the institution. This course will include a cultural competency component. It is expected that the course will be fully implemented by fall 2017.

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/ VP LEO)

In the spring of 2016 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 were reviewed and analyzed, and areas of opportunity will be implemented into the next Institutional Strategic Plan.

Leonardtown campus launched the *Lead by Example Mentoring Program* to identify and support African American students who are marginalized academically and financially to provide executive leadership and

support. This program focused on getting these identified students focused and proactively addressed issues early to provide intervention throughout the semester. Workshops are conducted, addressed self-esteem, academic performance and progression. Six students (3 female, 3 male) participated and 5 students will be returning.

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

The Institutional Equity and Diversity Office successfully launched a pilot of the Men of Excellence Mentoring Program in fall 2013 and have continued to mentor students and shape their academic success through a targeted weekly curriculum combined with one on one and peer to peer mentoring. 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. One of the major aspects of the mentoring program is increasing student exposé through experiential learning activities. The program had 20 students Fall 2015 and 13 students in Spring 2016. The Men of Excellence has successfully retained over 85% of the students who have participated in the program over the course of the last four semesters.

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:

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

Currently the climate for CSM related to diversity is measured with each individual performance appraisal. Every employee is evaluated based on the seven CSM values of Respect, Excellence, Diversity, Teamwork, Innovation, Knowledge and Integrity. The specific evaluation factors related to diversity include participation in diversity training, cultural programs and related activities; creation and maintenance of a work environment that is respectful and accepting of others; demonstration of the ability to interact with individuals from diverse backgrounds; behaviors that exhibit positive commitment to diversity and; overall contribution to departmental diversity initiatives.

Objective 3.2

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

ACTION ITEMS:

3.2 b: 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.

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. During Spring 2016, Institutional Equity and Diversity office developed a targeted diversity recruitment resource list per discipline and will coordinate with HR to utilize the diversity recruitment resource list in the search process. The resource list intentionally targets underrepresented groups per discipline specific to CSM and is an expansion of the pre-existing recruitment resources utilized.

In May 2015, the Personal Assessment of the College Environment (PACE) survey was administered. The overall results of the 2015 PACE survey at CSM indicate a healthy campus climate, a high-range Consultative system. Although there were slight declines in the overall mean and climate factor means in the 2015 survey from the previous survey, the results of the 2011, 2013, and 2015 surveys show improvements from years prior to those surveys. The areas of excellence include employees felt their job was relevant to the institutions mission, supervisor is open to ideas, opinions and beliefs, the institution prepares students for further learning and student ethnic and cultural diversity are important to the institution and professional and development training opportunities are available. Some areas needing improvement regard the practice of open and ethical communication, spirit of cooperation and teams using problem solving techniques. To strive for the highest system the Collaborative System, CSM should recognize and address those items in need of improvement. This may be accomplished through the strategic planning and process improvement components of CSM's Quality Improvement Process (QIP).

Appendices

Appendix 1: Special Highlights and Accomplishments (FY 2015-2016)

Appendix 2: New Initiatives and Special Programs (FY 2016)

Appendix 3: Diversity Programs (2015-16)

Appendix 1: Special Highlights and Accomplishments (FY 2015 –2016)

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.

Shaping a Stronger Charles County Together Focus Groups: In the fall of 2015 The Diversity Institute contracted with a consultant to host four focus groups for Charles County residents. The focus groups were designed to gain input from residents as a part of the institute’s ongoing efforts to shape a stronger Charles County. The input from the focus group participants, coupled with feedback provided during breakout sessions at the 2015 Unity in Our Community Diversity Forum will be utilized to shape the institutes goals and priorities.

Creative Expressions Contest: The Diversity Institute partnered with the Charles County NAACP for a Creative Expressions Contest. The contest called Charles County Schools and the College of Southern Maryland, to submit entries related to the theme “Pursuing Liberty in the Face of Injustice” The entries were in the following categories: essay, spoken word, digital or art work. The winners were judged and awarded scholarships from the College of Southern Maryland Foundation at the Creative Expressions Awards Dinner sponsored in collaboration with the Charles County NAACP and the Diversity Institute.

Men of Excellence Mentoring Program: The Institutional Equity and Diversity Office successfully launched a pilot of the Men of Excellence Mentoring Program in fall 2013 and have continued to mentor students and shape their academic success through a targeted weekly curriculum combined with one on one and peer to peer mentoring. 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. The program coordinator manages the program’s content and works directly with students to address their specific academic and personal needs. Students within the program 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. One of the major aspects of the mentoring program is increasing student exposé through experiential learning activities. The program had 20 students Fall 2015 and 13 students in Spring 2016. Men of Excellence has successfully retained over 85% of the students who have participated in the program over the course of the last four semesters.

Men of Excellence Summer Academy: The Men of Excellence Summer Academy was designed as a summer bridge experience to allow incoming students an opportunity to get a head start on their college careers and develop essential skills aimed at preparing for greater academic success. With 9 participants, the academy provided students with an orientation to the college and its resources through student engagement, academic enrichment in English and Mathematics, team building and leadership development. All students who tested into Developmental Math were given an opportunity to begin early on the course modules. This program will continue to run annually for at least two weeks in early August.

Diversity Programming: Diversity programming within the Institutional Equity and Diversity Office, seeks to work with student, administrators, faculty and external partners on a robust set of campus-wide diversity programming initiatives, such as heritage month celebrations, educational exhibits, public lectures, and roundtable discussions focused on social, cultural, and political issues. These programs seek to explore the intersectionality of race, gender, sexual orientation and culture and provide programming that addresses concepts through the lens of diversity and inclusion.

Hispanic Heritage Observance: The Institutional Equity and Diversity Office provided a robust program for Hispanic Heritage month that examined the intersections of race, history and culture, through the diversity of the culture itself. A highlight for students included the opportunity to partake in traditional Latin dance while sampling different traditional Latin foods from a multitude of countries including El Salvador, Peru, and the Caribbean Islands. Dr. Clemente Akassi from Howard University gave an insightful lecture to the students on the “invisibility” of Afro-Caribbean and Afro-Latino people throughout the Caribbean, Central and Latin America. This lecture focused on the invisible role of Afro-Latinos in culture, music, arts and traditions. In addition to Dr. Akassi, students learned about the colonization of Puerto Rico by the United States of America from Dr. Maria Bryant of CSM.

- **The Day Time Stood Still**, 9/11/15: program in remembrance of the 9/11 tragedy. Discussion based.
- **Traditional Hispanic Crafts**, 9/15/15: La Plata Campus. Program for Hispanic Heritage Month where participants made crafts specific to five different countries within Latin America and the Caribbean.
- **Traditional Hispanic Crafts**, 9/24/15: Leonardtown Campus. Program for Hispanic Heritage Month where participants made crafts specific to five different countries within Latin America and the Caribbean.
- **Diversity Institute Focus Group**, 10/6/15, 10/8/15, 10/14/15, 10/20/15, 10/21/15: Unity in our community follow up focus groups.
- **CSM’s Latin Ensemble Ritmo Cache**, 10/8/15: Members from CSM’s Ritmo Cache performed songs and demonstrated the connections between Latin rhythms and other styles of popular music. Hispanic Heritage Month
- **The War against Old Puerto Rico**, 10/13/15: Lecture led by Dr. Maria Bryant. Participants learned about the relationship between America and Puerto Rico. Hispanic Heritage Month
- **Slavery & Race**, 10/15/16: Lecture by Charles Haley using photos to spark conversation about race.
- **The African Diaspora in Latin American Culture**, 10/21/15: Lecture and performance by Mesi Walton demonstrating similarities and differences between Latin America and Caribbean dance styles. Hispanic Heritage Month
- **The Invisibilization of the Visible African-Cuban Identity after the Fall of the Berlin Wall and the End of U.S. Embargo**, 10/22/15: Lecture by Dr. Clement Akassi discussing the intersection between the cultural identity of Afro-Cubans and their connection to Latin America and the larger Diaspora. Hispanic Heritage Month
- **United Nations Day**, 10/24/15: Partnership with Alpha Kappa Alpha Sorority Inc. Program that educated on the United Nations and USA relationship.
- **It’s On Us conversation**, 10/27/15: Conversation hosted by Michele Corley from the Center for Abused Persons about domestic and sexual violence. Domestic Violence Awareness Month
- **Black in Latin America**, 10/29/15: Documentary screening and discussion. Hispanic Heritage Month
- **Day of the Dead History**, 10/29/15 (LAP), : Passive programming in honor of the Day of the Dead. Hispanic Heritage Month. Hosted Day of the Dead Celebration Dia De Muertos on October 28, 2015 (LEO)
- **Fly By Light**, 11/19/16: Documentary Screening about a program for troubled youth in DC.
- **World AIDS Day**, 12/1/15: Love Heals speakers came and shared their experience living with HIV. Partnership with Delta Sigma Theta Sorority Inc.
- **Harriet Tubman: Meet the Woman**, 2/9/16: Presentation by Gwendolyn Briley-Strand based on the life of Harriet Tubman. Black History Month (LAP). Harriet Tubman: “The Chosen” Living History Play

(Original performance was scheduled for February but moved to March due to inclement weather), on March 8, 2016 (LEO).

- **Start Talking, Stop HIV**, 2/11/16: partnership with Charles County Department of Health and CSM Wellness, Fitness, & Aquatics. Informational event held in recognition of National Black HIV/AIDS Day. Black History Month
- **The African Americans: Many Rivers to Cross**, 2/18/16: Documentary screening and discussion. Black History Month
- **Lets Talk About Race**, 2/23/16: Intergroup Dialogue. Partnership with Charles County Mediation Center. Dialogue surrounding Black History and current issues related to race. Black History Month
- **Margaret Brent and the Indians**, 3/3/16: Living History Presentation by Mary Ann Jung where she portrayed Margaret Brent of Maryland. Women's History Month
- **Fighting For Freedom**, 3/8/16: presentation by Janet Sims-Wood about the history of Black women in the military. Women's History Month
- **Women's History Trivia**, 3/17/16: Trivia game for students to educated on lesser known women's history. Women's History Month
- **Reclaiming the F Word**, 3/29/16: Intergroup Dialogue about feminism and women's history and current issues. Partnership with Charles County Mediation Center. Women's History Month
- **Creative Expression Dinner**, 3/30/16: Creative Expressions winners were honored
- **Self Defense Workshops**, La Plata 4/21/16, PRIN 4/20/16, LEON 4/19/16 Sexual Assault Awareness Month
- **It's On Us Selfies**, La Plata 4/21/16, PRIN 4/20/16, LEON 4/19/16: information about sexual assault was distributed and participants had opportunity to take an It's In Us selfie. Sexual Assault Awareness Month
- **Speak Up, Speak Out**, 4/28/16: partnership with Center for Abused Persons. Conversation and presentation based on sexual violence. Sexual Assault Awareness Month
- **Remembering the Holocaust**, 4/14/16: partnership with Dr. Christine Arnold-Lourie and Rachel Heinhorst. Mr. Peter Gorog, Holocaust survivor, came and shared his experience with the Holocaust.
- **A Passport through South Africa**: The day of events included tables set up with displays about children and education, music, history, religion; A tasting of traditional South African foods; A lecture by Ambassador Delano Lewis, the U.S. Ambassador to the Republic of South Africa from 1999 to 2001; Travel study options which include the Republic of South Africa.
- **Spirit of Hispania: Hispanic Tales**, 3/11/16: 5 short plays that explore Latin American mythology
- **The Latin Music Festival**, 4/15-4/16/16: CSM's Latin Ensemble, Ritmo Cache performed.
- **A Passport to China**, 4/4-4/15/16: The College of Southern Maryland's Cultural Advisory Committee organized an exhibit dedicated to China.

Human Resources Department Customer Service Survey, August 2015: In spring 2015, the College of Southern Maryland Human Resources Department (HRD) surveyed employees of the college to better understand their views on the HRD office and to receive feedback and suggestions for improvement. The survey was conducted from June 3 to June 24 by the office of Planning, Institutional Effectiveness, and Research. CSM employees were invited via email to participate in an online survey. A total of 210 employees completed the survey. Generally the results revealed that 80% or greater of the respondents believed that staff members met or

exceeded their expectations with their knowledge about specific needs, concerns or questions; ease of contacting staff; staff responded to their questions and request; staff's friendliness and professionalism met or exceeded their expectations; their expectations were met or exceeded by staff's willingness to help with or refer questions to the proper level and; expectations were met or exceeded by staff's knowledge of procedures and regulations. More than three-fourths of employees felt that staff met or exceeded their expectations with promptness of returning calls or emails; believed that the ease of navigating the HRD website met or exceeded their expectations and; the content of the HRD website met or exceeded their expectations. More than three-fourths of respondents indicated that the ease of navigating the Payroll website met or exceeded their expectations. Nearly eighty percent of participants felt that the content of the Payroll website met or exceeded their expectations.

Charles County Community Mediation Center at College of Southern Maryland:

- The College of Southern Maryland started the hiring process in August for the CCCMC@CSM Community Mediation Coordinator and the Coordinator was hired starting October 19th.
- The CCCMC@CSM created and held two Local Advisory Council (LAC) meetings. Attendees represented the College of Southern Maryland, Charles County Circuit Court, District Court, District Court ADR Office, Sheriff's Department, States Attorney's Office, Department of Juvenile Services, Charles County Public Schools, Point of Change Faith Ministry, and Community Mediation of Maryland. Confirmation of representatives from Charles County Board of County Commissioners, Department of Social Services, Nonprofit Institute of the College of Southern Maryland, Tri-County Youth Services Bureau and the NAACP were received. As a result of these relationships linkages were built for referrals and identifying volunteer mediators.
- CCCM@CSM was promoted through a press release in area newspapers.
- Referral process was commenced with the Sheriff's department and the States attorney's Office was open to creating a referral process.
- CCCMC@CSM's Coordinator met with Charles County legislative representatives and a Delegate C.T. Wilson and provided mediation and center information.
- Referrals have now been received from The County Commissioners where citizen complaints reside in the Executive Office.
- The Centers Logo is being designed by Robert D. Stethem Educational Center which is an alternative High School where teachers and industry work together to ensure America has a skilled workforce. CCCMC@CSM website was established that contains information about the program and referrals can be entered within the site.
- The Center attended the Social Justice in Action conference, the Care Givers Conference and the Annual Nonprofit Conference to reach community members. For exposure and promotion the center tabled at the Art Fest coming up June 11, where attendance reached 2000 last year.
- The Community Mediation Center was promoted through a Comcast Public Service Video and radio interview with the CSM President.
- Mediation training dates were scheduled with CMM, LAC, Charles County Chamber of Commerce, Delta Sigma Theta Sorority, Tri-county Youth services sent out promotional material; County Government Public Relations put mediation training materials on their Facebook and the Mediation Center was promoted with the NAACP.
- Orientation for mediation facilitators occurred. Currently CMC's mediation facilitators consist of 15 Black/African American and 3 white mediators 3 males and 15 females. The ages range from 17 to 63.

Diversity in Education Committee: In the academic year 2015-2016, the Diversity in Education Committee, a

faculty senate committee, sponsored two diversity institutes open to all permanent and adjunct faculty. The Winter Diversity Institute was held in January and about 27 faculty members attended. The topic of discussion was the book, *Between the World and Me* by Ta-Nehisi Coates. The Summer Diversity Institute was held in June and about 26 faculty members attended. The topic of discussion was the book, *Who We Be: A Cultural History of Race in Post-Civil Rights America* by Jeff Chang.

The purpose of the institutes is to support faculty in thinking more about diversity in their classrooms and the way they teach. Issues of diversity among students, within academic disciplines, and in society are all discussed. In addition to the live discussion during the institutes, a discussion board is created for each institute where faculty members post resources and points of discussion.

Faculty Learning Community on Cultural Responsive Teaching: An ad hoc faculty learning community was developed during the 2015-2016 academic year where a group of about 5 faculty members met monthly to discuss *Culturally Responsive Teaching: Theory Research and Practice* by Geneva Gay. The community members discussed issues from the book with a particular emphasis on improving classroom teaching. The future hope of the community is to establish a formalized process for including faculty in becoming more culturally responsive in the classroom.

Focus Groups: The success rates of African American students have declined over the last year. The President's Council on Diversity and Inclusion initiated the African American Task Force, comprised of individuals from the College, to examine the achievement rates and make recommendations for how the institution can improve African American student success. In spring 2016, College of Southern Maryland conducted focus groups with African American students to ascertain perceptions on factors of persistence, graduation, and transfer. More than 25 participants participated in the focus groups. Results and recommendations from the focus group will be available later this summer.

Campus Climate Survey: College of Southern Maryland (CSM) is working to combat sexual assault on campus. In fiscal year 2016, CSM administered a survey, as part of a consortium of community colleges organized by the Maryland Higher Education Commission to better understand the attitudes and experiences of students with respect to sexual assault and misconduct. The results will assist CSM in enhancing a campus climate that is both free from sexual assault and misconduct, and supportive of survivors. The survey was administered from November to December and again from February to March by the office of Planning, Institutional Effectiveness, and Research. The majority of survey respondents have a positive perception of the campus climate. In particular, participants felt safe at CSM and believed faculty, staff and administrators care about students' safety, opinions, and treated them fairly. About three out of five students thought that faculty and administrators were concerned about their welfare. At least half of respondents felt a strong sense of community at the college. More than half of the students believed that college officials could handle emergencies well, and respond in fair and responsible manner, while just over a third of students, 38.7%, said that CSM responds rapidly in difficult situations.

One Love Foundation: The student Life Office at Leonardtown has been working in conjunction with a communications class to train students to facilitate and promote an One Love Foundation Escalation workshop. This event was undertaken independently from Title IX office but will be considered for yearly programming. One Love Foundation student led workshop/discussion on Relationship Violence. Included escalation exercise and discussion video. Students went through training on relationship violence. April 28, 2016 (LEO).

It's on US: The office of Institutional Equity and Diversity assumed programming responsibilities under the White House's national "It's on US" campaign. Tables were set up at student events where students were asked

to take the campaign pledge and sign a banner for hanging at each campus. Also a web based form is available within the Diversity Offices' webpages where students can take the pledge to stand up against sexual assault.

Student Life and Athletics at the La Plata campus have been approached to collaborate on programming for the campaign. The collaboration will involve student organizations for education and information dissemination for large scale events.

Messages appear on digital media display boards throughout campus that utilizes the It's on US logo that informs the campus community of where to report a potential violation.

CSM Mobile App: The College of Southern Maryland has a mobile application available for iOS and Android devices for general use by students or the community at large. All students are encouraged to download the app, which includes information on campus services. Information related to Title IX and reporting incidents is also included within the application under the "links" section.

PUBLICATIONS

Resource Brochure: A brochure that outlines available campus and local resources has been developed. The brochure will be used for general distribution, as a resource for victims/survivors, or the accused.

Title IX Website: The website contains information regarding the Title IX Coordinators, the sexual misconduct policy, and campus and community resources. This site is within the Institutional Equity and Diversity web presence. The web team created a short URL, www.csmd.edu/titleix so that the site can be marketed and remembered easily. Also, Title IX Coordinators and community resources are easily accessible and maintained on the college's front web page under Policies and Procedures.

Guide for Responsible Employees: A resource guide for responsible employees was developed. The goal of this document is to further educate the campus community on their duty to report, how to file a report, and guide someone through a conversation with a victim/survivor.

Education and Training Programs:

The Office of Civil Rights has expressed the expectation that each institution work to educate their campus community on gender-based discrimination as prohibited under Title IX. As a result, various training efforts have been ongoing since November 2015.

Employees – Employees were notified of the training requirement through an email sent to the entire campus as well as a notice played in the Friday Report. Various methods of education and training have been utilized to engage the faculty and staff at the college. An online module developed by United Educators has been made a mandatory employment requirement by the president of the college. This mandate is tracked through our Human Resources Department, which receives a completion report periodically from United Educators.

Full-time faculty were required to attend a face-to-face session during the Spring 2016 pre-semester meetings. These sessions focused on the college's sexual misconduct policy and reporting requirements.

All faculty and staff were encouraged through notices in The Friday Report to attend an open training session on the college's sexual misconduct policy and reporting requirements. Sessions were held during the activity period on a Tuesday or Thursday to allow faculty the opportunity to work the training into their schedule. Each campus session was poorly attended. Time has also been allotted to discuss Title IX issues at new employee orientation, which takes place periodically during the year.

The AVPIED Title IX Coordinator was invited to present and presented on Preventing Sexual Harassment to division of Financial and Administrative Services on May 2, 2016. This presentation was incorporated into their division retreat.

Students – The primary method of training for students is a series of online modules offered through a contract with SafeColleges, a Scenario Learning company. These online modules offer more in depth explanations of Title IX issues. It includes concise information regarding prohibited behaviors under Title IX and how to report an incident. A custom course that outlines the college’s sexual misconduct policy has been developed to educate students on relevant college policy and available campus reporting resources. In addition to this information, students will also be informed of the online training through SafeColleges at face-to-face orientation sessions. Orientation is in the process of becoming a mandatory event for all new, full time students. Students are encouraged to complete the training by offering CSM Gear Bags and \$100 gift certificates to the college bookstore.

Faculty Mentoring Program: The Faculty Mentoring Program is administered by the Faculty Mentoring Committee, a subcommittee of the Faculty Development Committee. The goal of the Faculty Mentoring Program is to provide sharing partnerships between experienced and less experienced faculty that will foster success in the classroom and encourage creativity in teaching. The program provides mentors for new full-time faculty and new part-time faculty, as well as for experienced faculty who wish to improve their skills in a specific area. Partnerships are currently available at all campuses. The mentoring program seeks the following outcomes: improved instruction; increased exchange of ideas between new faculty and faculty members who have experience teaching at CSM; enhanced understanding of the mission of the community college; increased awareness of the diversity of our students; shared strategies for student-centered learning; increased support for new faculty, so that they enjoy their first semester and wish to continue teaching at CSM. The mentoring program provides a Web Faculty Survival Checklist and a Faculty Survival Checklist that includes FERPA and Workplace Harassment Training. The web site was updated in August of 2015. The mentoring program had a total of 65 Mentor Partnerships Academic Year 2015-2016.

Service and Volunteerism - Social Justice in Action: Social Justice theme was “Service and Volunteerism - Social Justice in Action.” In addition to the three panels and poster session, they collected two large boxes with donations for Echo House, our nursing students conducted a mini-health fair, and our Fitness Center conducted Zumba Classes. Over 250+ students participated in the events (PF).

Two Campus Global Initiative Projects: Two Campus Global Initiative Projects focused on China and South Africa. During the South Africa event the SGA furnished food, a showing of a movie about Nelson Mandela and Cicero Fain leading a discussion group. During the China SGA provided food and we had a group from DC perform the Dragon Dance (PF).

Pride Pack: Pride Pack club was launched this year for LGBT students. Pride Pack hosted regular monthly meetings and averaged 15 or more students per meeting (PF).

Irish-American Heritage Day: Student Government sponsored Irish-American Heritage Day event with dancers and food (PF).

Tools of the Trade: Diversity Office and Student Government sponsored the presentation “Tools of the Trade” concerning slavery in the 18th Century (PF).

Clothesline Project: Participated in the Clothesline Project in coordination with the Calvert Crises Intervention Center to promote awareness of domestic abuse toward women (PF)

Destination College: La Plata: Destination College allows the College of Southern Maryland the opportunity to introduce 5th grade elementary students to college. It is our goal to get the 5th graders in the tri-county area interested in and thinking about their post-secondary education opportunities, including areas with a focus on STEM.

For the 2016 Fiscal Year, CSM's La Plata Campus hosted nine Title I Elementary Schools of the Charles County Board of Education with a total of 517 student participants.

Additionally, a private school from Charles County Grace Lutheran participated. Grace Lutheran School brings a combination of 5th and 7th graders. A total of 41 students participated for 2016 Fiscal Year.

Alpha Lites: Hosted Alpha Lites (an education outreach program for Alpha Phi Alpha Fraternity, Inc and Sigma Alpha Lambda Foundation, Inc). On March 19, 2016, they brought 17 students ranging in age from 10 - 17. Destination College's total outreach for Charles County for the 216 Fiscal Year is 575 students.

Destination College on Leonardtown campus involved a Water Safety program. This program was funded through grants where every 5th grader in St. Mary's county attends a classroom based lecture on water safety and included an active learning experience in the pool at Leonardtown. Participants were provide a certificate of completion and a Destination College t-shirt. The program runs from the last week of January-May annually. The students attended every M/W/F outside of spring break and SMCPs spring break. Snow closures were rescheduled in late May. Leonardtown had 1390 students come to campus over the course of that time (LEO).

National Coming Out Day on October 8, 2015 (LEO).

Suicide Awareness and Prevention Panel Discussion: (To raise awareness on suicide prevention and mental illness) on November 19, 2015 (LEO).

Black History Month Display of Historical Figures on February 1, 2016 (LEO).

Screening of the documentary “The Autobiography of Miss Jane Pittman,” on February 9, 2016 (LEO)

Contemporary Folk Artist Performance by Narissa Bond in celebration of Women’s History Month, on March 1, 2016 (LEO).

Suicide Awareness and Prevention Panel Discussion. (To raise awareness on suicide prevention and mental illness). This program included Veterans and 22 Project, March 31, 2016 (LEO).

Spring Fling Theme “A Taste of Culture April 18-21, 2016:”

Mariachi Estrellas Performance Waku Peruvian Catering, April 18, 2016. Nazu West African Dancers and Drum Company Performance, April 19, 2016 Piscataway Nations Singers and Dancers Performance for Native American Day April 20, 2016; Ewabo Caribbean Performance, Caribbean Catering, April 21, 2016 (LEO).

American Indian Heritage Celebration with the Piscataway Dancers (PF).

Angel Tree Gift Giving program for the less fortunate for the community, Fall 2015 (LEO).

Workforce Recruitment Program: For 2015-2016, the Disability Support Services Office assisted nine

students through the application process for the WRP. Of those, six completed their profile and scheduled an interview with the Disability Support Services Office and the designated recruiter, Pamela Butler with the National Security Agency. To assist students in understanding the process of the Workforce Recruitment Program, a workshop for interested applicants on November 20, 2015 was implemented. Five students attended, as did some parents and college staff. In total, there were 11 attendees at this workshop. Students were able to learn best practices for completing the interview process and what to expect after the interview was complete. Students were also able to learn more about creating a resume for government/federal jobs, and the process for completing a Schedule A letter.

ESTA (Empowering Students to Achieve): For 2015-2016, Engaging Young Adults on the Spectrum (EYAS) and Returning to Learning (RTL) combined and expanded into a new group called Empowering Students to Achieve. For Fall 2016, students at the Leonardtown and La Plata campuses had meetings and that were structured around “Internship and Workforce Information for Students with Disabilities”. In addition to having informational meetings, students were able to attend a training session for the Workforce Recruitment Program and given information on various on-campus events for job and internship information. For Spring 2016, all three campuses participated in one social activity for students in the group: bowling night, movie night, and game night. The Prince Frederick campus also had regularly scheduled meetings once a month with a group of approximately five to ten students.

Try College for a Day: Each year, all three campuses plan and implement a college experience called “Try College for a Day” with the help of the Tri-County Transition Team. This year, only the Prince Frederick and La Plata campuses were implemented by the DSS staff, as the Leonardtown campus participated in a pilot program lead by the CSM Admissions staff with 27 students in attendance. Between La Plata and Prince Frederick, a total of 108 students participated in Try College for a Day (71 in La Plata, which was the highest attendance to date since the inception of the program; 37 in Prince Frederick).

Annual Transition Breakfast: Held at the CSM Prince Frederick Campus, this year’s Breakfast was titled, “Navigating Post-Secondary Education Using Technology and Collaboration”. Of the 42 attendees, 32 completed an assessment/evaluation of the program with excellent feedback. 65-70% of the attendees noted in the assessment that the program was “excellent” (or rated a 5/5).

Admissions Open House: In Spring 2016, all campuses participated in the Admissions Open House by holding an individual workshop for parents and prospective students interested in attending the College of Southern Maryland and receiving services with Disability Support Services.

Transition Expo: The Tri-County Transition Team which is coordinated by CSM,S Disability Support Services Office hosted the first Transition Expo for individuals with disabilities transitioning to post-secondary education or the workforce at the Prince Frederick campus on June 6, 2016. The 89 attendees were able to visit with approximately 20 exhibitors ranging from adult services providers to family support services, in addition to attending various workshops related to self-advocacy, transition to college, and employment preparation. In addition, three current CSM students (2 from Charles County, 1 from Calvert County) and one recent CSM graduate from the Prince Frederick campus served on a student panel for students interested in transitioning into post-secondary education. Students in this session were given advice and recommendations from these four students as it relates to transitioning and success as a student with a disability.

A Passport to China: Exhibit and Day of Activities: April 4-15, 2016, La Plata Campus; April 18-30, Leonardtown Campus; April 19, Prince Frederick Campus. The Cultural Advisory Committee presented

A Passport to China: Chinese Calligraphy Exhibit. A demonstration by calligraphy artist, a performance by Fabulous Acrobatic Troupe, and a performance by Wong Dancers with dragon dance and Kung Fu demonstrations, and lecture on the calligraphy exhibit.

Hate Based Crimes: Hate based crimes are reported to Public Safety. If the hate based incident is a crime, it is reported to the Police and the office of Institutional Equity and Diversity. If the crime involves students, the incident is reported to Student Conduct. Human Resources are contacted if incident involves an employee. An investigation occurs when a report is made and in conjunction with the Police investigation. Hate based crime reports are given the same priority as Title IX reports and immediate response occurs to ensure the safety of the college community. Sanctions are imposed for hate based crime. A daily crime log is maintained and posted in the Public Safety Offices.

Appendix 2: New Initiatives and Special Programs (FY ' 2016- 2017)

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

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.
- A cultural awareness general education outcome will be encouraged to be built into programs in our curricular overhaul this summer.

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:

- 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.
- Develop and foster relationships with college community partners, including Charles County Public School District's Diversity/Equity Specialist, business industry and local government to promote the Diversity Institute Programs, services, seminars and training events.
- 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.
- Expand the Men of Excellence (MOE) program through a revamping of the summer academy, which is designed to prepare incoming freshman with the necessary Math, English, engagement and leadership skills to enable them to be successful in their first year at CSM.
- MOE: Based on collaboration with CSM Admissions, and advising through the Student Orientation, Advising, and Registration (SOAR) program, combined with a direct marketing approach, the program is striving to enroll up to twenty new students for the summer 2016 academy. The program coordinator will work directly with admission to accompany admission officers to local high schools as a way to promote the program to incoming students and to build networks with representatives at local area high schools.

- The Men of Excellence program is striving to ensure that the program is meeting the ever changing needs of a unique student population. Therefore, the program will host focus groups to determine the success of the program and to allow students to express their options on the direction and appropriateness of the services provided by the program. An outside facilitator will facilitate these focus groups. The focus groups will be open to the entire campus community and the suggestions and initiatives identified, will be implemented within one semester of the focus groups.
- The Men of Excellence will work with admission and the First Year Experience team to determine the feasibility of creating a MoE cohort for this course so that students can establish learning communities and support networks early on in their academic career. This course will also enable the program to be more intentional with the services being offered to students.
- The Men of Excellence program will provide more material benefit for students. The students are required to make a significant time commitment to the program and as such students who are able to make this commitment and excel academically, personally, and professionally will be reward for their success. To this end the program will work with the CSM Foundation to seek a funding source that is able to reward students for their academic success and commitment to the program through book stipends, scholarships and financial awards. Finally, because the program works directly with non-traditional and at risk students, funding will be identified and made available to help these students overcome the financial barriers that could prevent them from persisting.
- The MoE program will seek to fund these initiatives through collaboration with the CSM Foundation and the identification of outside funding. The Men of Excellence and the CSM Foundation will identify organizations willing to provide funding for a scholarship opportunity for student(s) at the end of each semester. In addition, these organizations or individuals will fund an academic year scholarship for student(s) that excel within the program throughout the year.
- The program will work with the CSM Television Station to create a promotional video for the Men of Excellence program, as a way of recruiting more participants directly from high school.
- Increase student awareness and access, through exposure to activities outside of the campus community. Students will participate in field trips, team building and civic activities as a way to illustrate the importance of giving back and learning the significance of exposure as an element of success. These activities will allow students to learn from their surroundings and utilize these lessons in their daily personal, professional and academic life.
- The program will strive to ensure that 100% of the African American male population at CSM, La Plata campus, is aware of the services of the Men of Excellence program. This will be accomplished through collaboration with Admissions, Talent Search, Student Activities, Advising and 1 on 1 direct outreach to students.
- Based on the number of program participants from past years the goal for the 2016-2017

academic year is to have a total of 30-40 students enrolled within the program.

- The Men of Excellence program will strive to retain at least 85% of its participants from Semester to semester, and year to year. Additionally, the program seeks to graduate or transfer at least 85% of all program participants within three years. These benchmarks will be reached through intense case management, mentoring, financial aid and advising.
- The program will create a two part speaker series (twice per semester) that addresses the unique personal, professional and academic challenges facing this marginalized male student population. The speakers will address issues ranging from Academic Success and Financial aid, to job readiness skills and professional networking.
- Student will participate in at least one civic engagement activity per academic year, to provide students with an understanding of the importance of not only doing well personally and professionally, but utilizing that success to help to bring along the next generation of students. This will benefit the students as well as provide visibility to the program.
- The program will provide students with opportunities to attend local and national conferences as another way to gain exposure and learn best practices for academic success. Additionally, the program will strive to identify funding so that all students have professional work attire for conferences and professional interviews.
- **Fall Festival:** welcoming event on each campus
- **Café y Dulce:** Fellowshiping event for faculty and staff. We provide food and newsletters for those attending so they know what we have planned for the semester.
- **Hispanic Heritage Month:** September 15-October 15
 - Traditional Hispanic Arts and Crafts: We provide materials for students, faculty, and staff to create traditional Hispanic instruments and crafts.
 - Speaker
 - Latin Jazz Band program
 - Hispanic Heritage Food Tasting Event
- **Love Your Body Day: October 19**
 - Reflections: Intergroup Dialogue about body image
- **Day of Dead History Program:** program where we hand out informational material and treats to educate campus about the Day of the Dead (November 1, 2016)
- **Documentary Screening and Discussion**
- **Intergroup Dialogue**
- **Native American Heritage Month**
 - **Piscataway Exhibit a Speaker Series:** Weeklong event in partnership with the Piscataway Tribe and Diversity Institute. Exhibit and speakers all week long.

- **World AIDS Day:** Speakers from Love Heals (December 1, 2016)
- **Festival of Lights**
- **First Year Experience:** The Division of Academic Affairs is in the process of developing a first-year seminar course to be incorporated within the first year experience course. The First Year Experience Courses will incorporate information about Title IX and a link for the online training modules and the Student Policy Guide. Also consideration has been given to including Title IX education into the course curriculum. First Year Experience courses are being redesigned and will incorporate Title IX topics into the curriculum. New programming advances our efforts to promote bystander invention, and includes a focus on the issues of consent, boundaries, and healthy relationships.
- The Title IX Coordinator will collaborate closely with partners in Marketing to develop a communications plan to inform students of campus policies, filing incident reports, and resources available on campus and within the community. Students can take online safety training through SafeColleges, which covers Title IX protections against sexual assault and victims' rights.
- Additional sexual violence prevention and awareness programs have been integrated into New Student Orientation.
- Furthermore, specific college policies related to sexual misconduct will be intentionally promoted through various methods and include incentives to encourage student participation.
- Employees will receive ongoing training and education to provide timely response and assistance to students who have reported instances of sexual misconduct. Training and education for employees begins at new employee orientation and is a required training for continued employment.
- In an effort to increase the diverse applicant pool IED will work closely with HR on the recruitment process utilizing the recently developed targeted diversity recruitment resource list.
- Work with faculty to increase means of incorporating diversity in the curriculum through an intersection of diversity programing.

Community Mediation Center:

- Outreach is imperative in the coming year and we want to focus on connecting with the School Superintendent to create a strategy to work with the schools to have a more robust relationship with young people in our county. We want to support the peer mediation program in schools to provide mediation where there are gaps. We want to recruit some of the peer mediators to become full blown mediators. We can provide conflict resolution workshops working with the schools with the most need first. We are going to connect with The Boys and Girls club as well. We are working with the Sherriff's department as they have a youth program in the summer that includes sports and leadership skills and we want to teach conflict resolution to the youth who attend.
- In order to develop more interest with the male population as volunteers, referrals and participants, we intend to reach out where men congregate such as local barbershops, recreation centers where men coach. Then focus where men provide mentorship such as the Boys Club and church mentorship organizations. Reach out to the local fraternity chapters within Charles County. Kappa Alpha Psi, Fraternity has a Kappa

Youth development where they provide male mentoring also Big Brothers/Big Sisters of Southern Maryland. We will reach out to the Veterans of foreign Wars (VFW's) and the American Legion's in our county. We will continue to research where men are providing service in the community to alert them where mediation may align with their calling.

- We have a goal to reach 24 sites for next year. Outreach and education is our highest priority right now. CCCMC@CSM continues to court relationships with area houses of worship, ranging from neighborhood churches, such as The Journey of Faith United Methodist Church and its Center for Child Development in Waldorf to mega-churches such as South Potomac Church in White Plains; as well as synagogues, such as Congregation Sha'are Shalom in Waldorf, and mosques, such as Masjid Abdul Moghni in La Plata. We are also pursuing partnerships with the county's community centers, including Mattawoman Community Center and Harrison Recreation Center; and with the area's main hospital, the University of Maryland Charles Regional Medical Center in La Plata, as well as with the Charles County School Board (its headquarters), various public school sites throughout the county, and such organizations as the American Indian Cultural Center, and United Way of Charles. We are reaching out to Fire Station's as well as they have great coverage of the county. We will provide onsite orientation with the staff at each mediation site. We will provide brochures that explain the services and how individuals can take advantage of them.
- We intend to grow the number of youth mediators by reaching out to the youth above while we are seeking men around mentoring activities. The youth who are being mentored could be recruited for mediation. We intend to reach out to Dr. Kim Hill, Superintendent of Charles County schools to promote mediation in the schools. Some schools have peer mediation between students but there is no mediation between parents and students around challenges between students. This is an opportunity for referrals and to recruit the student peer mediators to become mediators.
- We need more White mediators and we have three on the waiting list. We also have three bands within household income that are not covered. We want to beef up the 20-49 age range. CCCMC@CSM feels within our outreach plan to promote the center reaching out to over forty government and community organizations we will be able to have those numbers align with the demographic of our county within this next year.
- We are targeting another basic mediation training in the October/November timeframe.
- We have many organizations we have not met with yet so we will be meeting with the American Indian Cultural Center; The ARC of Southern Maryland, which promotes community involvement for individuals with intellectual and developmental disabilities; United Way of Charles County; Charles County Graduate Chapters of various fraternities and sororities; Charles County School System and its Charles County Public School Parent Teacher Organization; Lifestyles of Maryland; Ministers Alliance of Charles County and Vicinity; PFLAG (Parents and Friends of Lesbians and Gays) of Southern Maryland; and the Charles County Department of Community Services, which operates the county's centers for residents 60 and older. Southern Maryland Black Chamber of Commerce, Alpha Phi Alpha, La Plata & Waldorf Lions Clubs, Clark Senior Center, Teen Court, Kiwanis Club of Charles County, Concerned Black Women of Charles County, Concerned Black Men of Charles County, Jaycees of Charles County, League of Women Voters, Southern Maryland Women's League, American Red Cross, Department of Health, Zonta Club of Charles County-business executives advancing the status of women, CAIRS—Community Alternatives for Intensive Resources and Services, Charles County Women's club, Beta Sigma Phi, Boys and Girls Club of Southern Maryland, Southern Maryland Association of Realtors,

Human Resources Association of Southern Maryland and Sigma Alpha Lambda Chapter.

- Working together the center, volunteer mediators and the LAC will research organizations and pathways into the Latino and Asian communities as they are the third and fourth largest race categories in Charles County and we want to reflect the full diversity of the county in both volunteer mediators, participants in mediation, outreach and education. We also need bilingual volunteers.
- The center, the volunteers and LAC will identify conferences, festivals, carnivals and farmers markets and other events to be able to table at and connect with community.
- CMC will establish and maintain Facebook and Twitter accounts to promote the center and provide conflict resolution material.
- CMC will provide mediated Independent Living Plans (ILP) for The Department of Social Services for foster kids ageing out of the foster care system. Mediation will include a lease agreement, rules around the house that include food, using appliances, chores, noise, etc.
- CMC will commence doing re-entry mediation with the Charles County Detention Center.
- Promote awareness of mediation as a viable tool and option to help Charles County residents resolve conflicts and develop solutions that meet long-term needs. This will be a necessary first step as we promote the services of the center to the county's roughly 150,000 residents.
- Recruit and train a diverse group of volunteers who will serve as mediators in accordance with the guidelines of Community Mediation Maryland. This type of inclusive approach should also contribute to a broader acceptance of mediation as an option for resolving disputes and other problems, as mediators are able to confer with associates and others within their respective communities.
- Set up a series of remote sites throughout the county by working with partner organizations in order to facilitate the ease of mediation occurring at times and places that will be convenient to those who chose to participate. The college has various partners that it can enlist and will seek to expand to other potential partners as this process unfolds.

Appendix 3: Diversity Programs (2015-2016)

Remembering 9-11

The Day Time Stopped with Professor Scott Hill

Thursday, September 10, 2015 2:30-4 p.m.

Café Y Dulce (Coffee & Sweets) For Staff and Faculty

Thursday, September 17, 2015, 10-11 a.m.

Tuesday, September 22, 2015, 10-11 a.m.

Tuesday, September 29, 2015, 10-11 a.m.

Hispanic Heritage Month:

Traditional Hispanic Crafts by Country Kick Off Event

Tuesday, September 15, 2015, 2:30-4 p.m.

CSM Latin Ensemble Ritmo Cache: Performance and Latin Rhythm

Thursday, October 8, 2015, 2:30-4 p.m.

The War Against All of Puerto Ricos: Revolution and Terror

Tuesday, October 13, 2015, 10-11 p.m.

Slavery and Race, The Non-PC Topic with Chris Haley

Thursday, October 15, 2015, 2:30-4 p.m.

A Taste of Latin America and the African Diaspora in Latin American Culture with Mesi Walton of Diaspora Dance

Wednesday, October 21, 2015, 6-7:30 p.m.

The Invisibilization (sic) of the Visible African-Cuban Identity After the Fall of the Berlin Wall and the End of the U.S. Embargo with Clement A. Akassi

Thursday, October 22, 2015, 2-4 p.m. & 6-7:30 p.m.

Film: Black in Latin America: Haiti and the Dominican Republic an Island Divided with Dr. Maria Bryant

Saturday, December 7, 2015, 8-9 p.m.

Violence Awareness and Prevention and LGBT Domestic Violence with the Center for Abuse

Tuesday, October 27, 2015, 2-4:30 p.m.

Jeans Day

Thursday, October 08, 2015, 2:30-4 p.m. LGBT Ally stickers given away to participating students

Shaping a Stronger Charles County Together Focus Groups

Thursday, October 08, 2015, 6:30-8 p.m.

Wednesday, October 14, 2015, 2:30-4 p.m.

Tuesday, October 20, 2015, 6:30-8 p.m.

Wednesday, October 21, 2015, 6:30-8 p.m.

Men of Excellence Summer Program

Two weeks in August, 2016

FOCUS GROUPS:

Diversity Institute Focus Group 10/6/15
Diversity Institute Focus Group 10/8/15
Diversity Institute Focus Group 10/14/15
Diversity Institute Focus Group 10/20/15
Diversity Institute Focus Group 10/21/15
Diversity Institute Event with AKA 10/24/15

HISPANIC HERITAGE MONTH:

Dia de los Muertos Celebration 10/29/15
CSM Latin Jazz Ensemble Program 10-8-15

OTHER EVENTS:

Fly by Light 11/19/15
World AIDS Day Event 12/1/15
Start Talking, Stop HIV Outreach Event 2/11/16
Remembering the Holocaust 4/14/16

BLACK HISTORY MONTH:

Documentary Screening: Many Rivers to Cross
2/18/16

Diversity Intergroup Dialogue 2/23/16
Fighting for Freedom 3/8/16

WOMEN'S HISTORY MONTH:

Margaret Brent & the Indians 3/3/16
Women in History 3/17/16
Diversity Intergroup Dialogue 3/29/16

SEXUAL ASSAULT AWARENESS MONTH:

Self Defense Workshop Leonardtown 4/19/16
Self Defense Workshop Prince Frederick 4/20/16
Self Defense Workshop La Plata 4/21/16
Spring Fling La Plata 4/21/16
Its On Us Selfies Leonardtown 4/19/16
Its On Us Selfies PRIN 4/20/16
Its on Us Selfies La Plata 4/21/16
Speak Up, Speak Out 4/28/16

2016 Community College of Baltimore County

Cultural Diversity Report September 2016

Beginning in July 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, 2015, and conforms to the guidance provided by MHEC regarding the required components.

Section I: Institutional Plan to Improve Cultural Diversity

The FY2017 to FY2019 Strategic Plan was adopted by the CCBC Board of Trustees in June of 2016. 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 college clearly states that one of its values is inclusiveness.

Value – Inclusiveness: We value the diversity of people, cultures, ideas and viewpoints and honor the dignity of all persons. 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.¹

The college's executive team is deeply invested in bringing real leadership to animating this commitment to diversity and inclusiveness by providing "a learning environment (both in and out of the classroom) that values diversity, multiculturalism, inclusiveness and global awareness." This commitment radiates outward to include all areas of the college and the staff therein.

Specifically, the strategic plan includes broad goals to address inclusiveness within all facets of the college:

- The college's first and primary goal of Student Success 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.
- Recognize the unique challenges and changing needs of our diverse student population by offering targeted strategies and interventions that support recruitment, retention, academic success, and completion.

¹ CCBC 2020: A College on the Cutting Edge. Strategic Plan FY2017-FY2019 Strategic Plan.

- Within CCBC’s second strategic direction towards Teaching and Learning Excellence, the college acknowledges that we will provide a learning environment that values diversity, multiculturalism, inclusiveness, and global awareness.
- Cultivate a college community that values diverse and changing populations, embraces inclusiveness, and contextualizes events and issues within a global perspective.
- 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.
- Utilize and build upon the rich diversity of talents, skills and perspectives of students, faculty and staff.
- Be an employer of choice for a diverse workforce serving diverse populations and diverse communities in the county and the region.
- Ensure equity, consistency and fairness by public and periodic reviews of policies, procedures, evaluations, programs and operations.
- The fourth strategic direction, Community Engagement, identifies the need for further development of productive and inclusive relationships with our internal and external communities.
- Recognize and value the rich diversity of our communities.

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

During FY2016, CCBC enrolled nearly 65,000 students in credit and continuing education courses. The characteristics of these students are closely aligned with the characteristics of the adult population in the region. See Appendix A for a table showing Baltimore County Population by Race.

Several years ago CCBC became aware that many non-credit students were not providing some basic demographic information when they registered. A goal was established to reduce the information gaps and encourage students to provide complete information when enrolling in courses. This has resulted in changes to data collection instruments for some contract training courses and more attention to ensuring that CCBC does all that is possible to obtain this information for every student. Over the past two years these increased efforts to capture critical student demographic information have resulted in a more complete data and a significant reduction from 31% to 18% in the percentage of students with missing or unknown data. See Appendix B for a table showing the diversity of CCBC Students for FY 2016.

CCBC students come from every community in the Baltimore region to enroll in over 300 programs of study. In addition, CCBC enrolls more than 250 international students in credit

courses each fall. These students come from more than 60 countries and nearly every region of the world.

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.

CCBC'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 misconduct policies. As new federal and state guidelines and laws have been created to deal with sexual misconduct and assaults on college campuses, CCBC has expanded its Sexual Misconduct Prevention Training to also include training on Title IX, the Clery Act, the Violence Against Women Act (VAWA) and the Family Educational Rights and Privacy Act (FERPA). This Human Resources Office provides mediation services, equity related training, group facilitation training, and consultation services for matters related to human relations. See Appendix C for tables showing the diversity of CCBC Employees and Principle Occupation Categories for FY 2016.

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.

Human Resources has also “banned 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 Office 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.

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 post-testing, combined with qualitative data gathered from surveys of faculty participating in the program, shows 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 has partnered with the Office of Instruction in the design and development of CRT course content. This content is delivered in a number of ways to CCBC full-time and adjunct faculty members and staff. This year, there were two intensive two-week seminars (total 32 hours of training) and multiple offerings of a four module CRT certificate program (total 8 hours of training). The modules include: Meanings of Culture and Race; Mindsets and Culture; Overcoming Stereotype Threat; and Social Capital and Learning.

Scaling up the Culturally Responsive Teaching, 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. Two faculty members now receive reassigned time (9 credits total each semester) to devote to CRT. During the 2015-2016 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 eight-session CRT intensive seminars (mostly attended by full time faculty and staff). One hundred one adjunct faculty members attended at least one of the four module workshops during the 2014-2015 academic year. Another 24 faculty and staff members attended one of the intensive CRT Seminars in January or June, 2016, and 13 completed all modules and qualified for a certificate of Culturally Responsive Teaching.

When these CRT training efforts are considered along with the workshops and breakout sessions offered at Fall Focus, Professional Development Day, the Teaching-Learning Fair, the President's Leadership Academy, and the NFLC Retreat, over 200 faculty and staff members at CCBC took part in at least one CRT training event during FY2016. One of the key outcomes of this CRT training is the inclusion of direct teaching of the importance of having a "growth mindset" to all incoming students via orientation. The concept of growth and fixed mindset is presented to students at orientation, along with two brief video-clips to reinforce the idea. In addition, this academic year CCBC's Culturally Responsive Teaching program sponsored a regional full-day conference on September 19, 2015 with 186 people in attendance. This conference focused on culturally responsive teaching methods in K-12 and colleges and universities. The conference brought together faculty and students from CCBC, Baltimore County Public Schools and participants and speakers from all over the United States. Feedback on the conference was so positive that a third yearly conference will be held in November, 2016.

Curricular Initiatives Promoting Cultural Diversity

The CCBC Senate approved a new definition of General Education and new General Education Program Goals for the 2013-2014 academic year and beyond that clearly demonstrate the college's emphasis on preparing students for a diverse world.

One of the seven General Education program goals is: Local and Global Diversity – Use knowledge and skills to participate effectively in dynamic, evolving multicultural contexts and to address the challenges in building just, equitable, and productive societies.

In addition, for courses that are not designated as General Education courses, there are four Core Competencies that every course incorporates: Communication, Problem Solving, Global

Perspective and Social Responsibility; and Independent Learning and Personal Management. These core competencies will be evidenced throughout students' learning experiences at CCBC.

The definition and specific outcomes associated with **Global Perspective and Social Responsibility** is included below.

***Definition:** ability to understand and interpret events and issues within a global perspective; ability to demonstrate ethical and cultural awareness and to foster an appreciation of diversity through appropriate and effective modes of social interaction*

Students will be able to:

- a. Express an understanding of the interconnections and interactions between and among people and systems (political, economic, social, and natural) and of the necessity of balancing human needs with the limitations of world resources.
- b. Gain knowledge of and experience with people in their own and other cultures, past and present, and how they live, think, communicate, and view the world.
- c. Describe the impact of the global economy on life, work, and opportunities.
- d. Recognize the commonality of human experience across culture.
- e. Recognize the influence of diverse cultural perspectives on human thought and behavior.
- f. Define personal responsibility in a given circumstance.
- g. Demonstrate respect for the rights, views, and work of others.
- h. Recognize their responsibility to personal, social, professional, educational, and natural environments and make informed decisions based on that responsibility.
- i. Display behavior consistent with the ethical standards within a discipline or profession.

Numerous curriculum reviews and program and course revisions have been made to comply with the colleges new General Education Program requirements. Every General Education course was updated to meet the new definition, category criteria, and assessment requirements. Every General Education course must address and assess all seven of the Program Outcomes. Every General Education course participates in a rigorous assessment, known as the General Education Assessment Teams (GREAT) Project at least once every three years. That process involves administration of an embedded Common Graded Assignment and blind scoring by trained external reviewers using a standardized scoring rubric. The GREATs assessment results are shared with the faculty and administration and an intervention report designed to improve areas that fall below the benchmark for acceptable mastery are submitted to the GREAT Coordinator.

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 Study Abroad 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 supported through the college's Achieving the Dream initiative in supporting equity and student success. This program supports initiatives in Developmental Education, professional development opportunities for faculty 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. Offered to all students in our Academic Development 101 course is a financial awareness module which begins with students accessing their knowledge base through a software program called LifeCents. This is an online financial education program that helps students improve their financial health and well-being. The LifeCents curriculum walks students through an evaluation of three areas of financial health, Financial IQ, Financial Wellness and Financial Outlook. The curriculum is built around helping students make positive changes in their behaviors in small manageable bites. The approach demonstrates the value of personalizing financial education based on the student's interests and needs. Then, through a case scenario approach, students are led through discussions about wants versus needs, emergency funds, and financial aid. Students are encouraged to employ a micro-savings approach throughout the course of the semester. Each student is challenged to save silver coins over the course of the semester.

In trying to reach the minority students most at risk, CCBC has created specific cohort sections of Academic Development 101 for African American males. The sections are facilitated by faculty members who have completed the Culturally Responsive Teaching program at CCBC and the curriculum has been adapted to target specific cultural needs our men of color are facing. Since beginning the specific targeted sections we have successfully offered 83 sections, serving over 1000 men. This effort is part of a larger program called the Male Student Success Initiative. The Male Student Success Initiative is intended to increase the persistence rate and improve academic standing of male students at CCBC, primarily students of color and athletes. The program encourages the use of academic resources and fosters mutual support and collegiality among students who share common interests. Services include proactive academic support, the development of emotional maturity and social skills, training in financial literacy, and referral to resources in and outside the college community. The Male Student Success Initiative links and extends CCBC's existing high-impact practices to program elements including skill-building workshops, study hall and collaborative activities, intrusive academic advising and mentoring to support male students.

The college's Global Education Initiative promotes inclusion of global and cultural awareness into courses. In 2016, there were 86 courses designated as Globally Intensive. 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. It also offered a professional development symposium, focused on global content that was attended by over forty faculty members.

The Global Scholars 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 Scholars 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.

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

- **Alternative Break Program** – Students take a week of their summer or their spring break to do service away from their community. They connect with other students and learn about the global environment. This program provides educational and service opportunities in various regions in and outside the country. Students have spent time in Guatemala, 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 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 main dining room.
- **Spotlight Speaker Series** –The CCBC Spotlight Speaker Series is designed to extend classroom learning, facilitate intellectual discourse, promote critical thinking, raise awareness about a wide range of topics, present various perspectives and promote values clarification. This past year Jennifer Clements, author of *Prayers for the Stolen* was the guest lecturer. Over the past several years speakers have included: Cory Booker (Trenton, New Jersey mayor), Nikki Giovanni (renowned poet and writer), and David K. Shipler (author of *The Working Poor: Invisible in America*).
- **President’s Distinguished African American Lecture Series** – On behalf of the College President, the Office of Multicultural Affairs coordinates the PDAAL, an annual event 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. In February 2016, CCBC welcomed MacArthur Scholar Dr. Lisa Delpit. Previous guest lecturers have included: Bryan Stevenson, social justice advocate, 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).

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: African Student Union; American Sign Language Club; Black Student Union; Civic Engagement Club; Gay Straight Alliance; International Student Associations; Micology Club; Multi-Cultural Student Association; Muslim Student Association; Society of Intersectional Feminists; Student Government Association; Students with Disabilities Club; Women’s Initiative for Success and Education (W.I.S.E.); and the 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.

Additionally, the Office of Multicultural Affairs in partnership with the Community Book Connection book selection: *Prayers for the Stolen*, organized three events:

- One Journey: Stories Across the Mexican Border by Yardira de La Riva
- AMIREDIS (Asociacion de Migrantes Retornados con Discapacidea): Honduran migrants that were dismembered while riding the infamous “La Bestia” on their migration journey to the United States
- A field trip to the Museum of American Indians in Washington, DC to celebrate the Day of the Dead.

The Office of Multicultural Affairs staff also partnered with faculty and members of Phi Theta Kappa and held three National Issues Forums using the deliberative process. The three forums included:

- Health Care: *How Can We Reduce Costs and Still Get the Care We Need?*
- Immigration: *How Do We Fix a System in Crisis?*
- Making Ends Meet: *How Should We Spread Prosperity and Improve Opportunity?*

Other Office of Multicultural Affairs programs included:

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

CCBC 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; and Native American Heritage Month.

During the past year, a **Preferred Name Policy** was adopted by the college. The policy reads as follows:

- The Community College of Baltimore County recognizes that employees and students may use names other than their legal names to identify themselves. As long as the use of this preferred name is not for the purposes of misrepresentation or fraud, the college acknowledges that a preferred name can and should be used where possible in the course of college education and internal communication.
- The college will make a good faith effort to display the preferred name to the college community through internal college systems when and where available and appropriate, except where the use of the legal name is necessitated by college business or legal requirement.

- All college employees and students are expected to facilitate the use of the preferred name and corresponding pronouns.

Another very important committee recognized at CCBC is the **Sexual Minorities Advocacy Committee (SMAC)**. The mission of the committee is to promote awareness of LGBT issues, and to provide strategies, methods and educational opportunities to the CCBC community in order to create a more inclusive, welcoming and supportive environment.

The college continues to comply with the U.S. Department of Justice Civil Rights Division “Dear Colleague Letter” to create and sustain an inclusive, supportive, safe and nondiscriminatory community for all students. Title IX and its implementing regulations prohibit sex discrimination in educational programs and activities in institutions of higher education funded by the federal government. The Office of Student Conduct created Title IX rights and responsibilities brochures for: student victims, student respondents and faculty members. The staff also worked closely with Planning and Research to design, implement and analyze the first biannual campus climate for MHEC. The staff also trained ACDV 101-Transitioning to College instructors on a Title IX preventive education program – Not Anymore.

In August 2015 CCBC launched a new student support program entitled **College and Community Outreach Services**. This service provides students with community referrals to address human services concerns, including but not limited to food, housing, child care, transportation, mental health counseling, legal resources, transportation and medical needs. Partnerships within CCBC and externally in the community have been formed to provide these services in a timely manner for little or no cost to the student. College and Community Outreach Services assists not just the CCBC student, but essentially a CCBC student's family as well. The key to academic success is a stable environment and with the right resources and supports this stability can be achieved.

Section IV. Statement Regarding Campus Process for the Reporting of Hate-Based Crimes

Reporting incidences of hate crimes are addressed under the Jeanne Cleary Disclosure of Campus Crime Statistics Act (Cleary Act) as 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 Cleary Disclosure Crime Statistics Act may be found on the Public Safety website at <http://www.ccbcmd.edu/Campus-Life-and-Activities/Public-Safety.aspx>.

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.

Each Public Safety officer is scheduled for 16 hours of in-service training annually, which is four times the number of hours mandated by the state of Maryland. Officers are trained in offense

definition, report classification and criminal investigation. Officers are routinely updated on the changes to state and federal law, and receive periodic training on sexual assault, hate and bias crimes, dating and domestic violence, stalking and harassment.

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 automatically placed in the alert database when they register for a course, or receive a paycheck from the college. Family and community members may opt-in to Campus Alert by going to: <http://www.cbcemd.edu/Campus-Life-and-Activities/Public-Safety/Campus-Alert.aspx>

College policy dictates that all crimes or emergencies be reported directly to the Department of Public Safety by calling 443-840-1111. A report may also be made to any college employee (known as a Campus Security Authority) who has a significant interest in student safety, such as a faculty member, dean or director, coach, advisor or other campus official. Victims or witnesses may report a crime on a voluntary, confidential basis for inclusion in the Annual Security Report by going to <http://www.cbcemd.edu/Campus-Life-and-Activities/Public-Safety.aspx> 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 2016 Cultural Diversity Report
Supporting Tables**

Appendix A

Baltimore County Ethnicity/Race Population

Ethnicity/Race	Population as of July 1, 2015	Percent of Total
Hispanic or Latino, any race	43,258	5.2%
White	488,826	58.8%
Black or African American	228,852	27.5%
American Indian or Alaska Native	2,159	0.3%
Asian	49,937	6.0%
Native Hawaiian or Other Pacific Islander	325	0.0%
Two or more races	17,731	2.1%
Baltimore County Total Population	831,128	100.0%

*Source: US Census Bureau Estimate for July 1, 2015.

Appendix B

The following table describes the diversity of CCBC Student for FY2016.

	Credit Students		Noncredit Students		All Students	
	Number	Percent	Number	Percent	Number	Percent
Total Students	30,387		32,692		63,079	
Gender						
Female	18,266	60%	17,391	53%	35,657	57%
Male	12,098	40%	14,118	43%	26,216	42%
Not Disclosed	23	0%	1,183	4%	1,206	2%
Ethnicity						
Hispanic or Latino	1,488	5%	1,838	6%	3,326	5%
<i>Not Hispanic or Latino</i>						
White	13,385	44%	15,897	49%	29,282	46%
Black or African American	11,902	39%	9,008	28%	20,910	33%
Asian	2,190	7%	1,166	4%	3,356	5%
American Indian or Alaska Native	105	0%	100	0%	205	0%
Native Hawaiian or Other Pacific Islander	70	0%	47	0%	117	0%
Two or More Races	1,072	4%	374	1%	1,446	2%
Not Disclosed	175	1%	4,262	13%	4,437	7%
Age Distribution						
Less than 20	4,287	14%	1,545	5%	5,832	9%
20-29	17,072	56%	5,998	18%	23,070	37%
30-39	5,061	17%	6,099	19%	11,160	18%
40-49	2,280	8%	4,959	15%	7,239	11%
50-59	1,101	4%	5,777	18%	6,878	11%
60 and Over	586	2%	8,314	25%	8,900	14%
Residence						
In-County	22,618	74%	16,760	51%	39,378	62%
Out-of-County	7,399	24%	9,944	30%	17,343	27%
Out-of-State/Other	370	1%	5,988	18%	6,358	10%

* Source: Table 4 - Fiscal Year Student Demographic Trend Summary (FY 2016 Student Profile)

Appendix C

The following tables describes the diversity of CCBC Employees and Principle Occupation Categories for FY2016.

Race/Ethnicity of CCBC Employees

Full-Time and Part-Time Employees	Number of Employees*	Percent of Total
Hispanic or Latino, any race	59	2.3%
White	1,836	71.2%
Black or African American	565	21.9%
American Indian or Alaska Native	7	0.3%
Asian	75	2.9%
Native Hawaiian or Other Pacific Islander	0	0.0%
Two or more races	37	1.4%
<i>Minority</i>	743	28.8%
TOTAL	2,579	100.0%

* Source: Fall 2015 EDS, Excludes Non-US Citizens and Unknown Race/Ethnicity

CCBC Details by Principle Occupation Category

Category	Number of Incumbents as of 11/1/15	Incumbent Count excluding those with Unknown Race/Ethnicity	Racial or Ethnic Minority	Racial or Ethnic Minority Percentage*
Senior Staff	5	5	1	20.0%
Administrators	63	62	16	25.8%
Professional Staff	376	376	121	32.2%
Total Administrators and Professional Staff	444	443	138	31.2%
Professor	58	58	2	3.4%
Associate Professor	129	128	40	31.3%
Assistant Professor	187	183	60	32.8%
Instructor/Other	64	62	14	22.6%
Total Full-time Credit Faculty	438	431	116	26.9%
Total Support Staff	467	464	164	35.3%
TOTAL Full-time Staff	1,349	1,338	418	31.2%

* New IPEDS/MHEC Principal Occupation codes implemented in FY2012 have been used for this analysis. The minority percentage calculation excludes Non-US Citizens and those with unknown race/ethnicity.



Frederick Community College

Myrna R. Whitworth, Board Chair

August 24, 2016

Alexia Van Orden
Research and Policy Analyst
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Ms. Van Orden,

Please find enclosed the Frederick Community College (FCC) 2016 Cultural Diversity Progress Report, submitted in accordance with directions contained in MHEC's memo of March 31, 2016, distributed by Secretary of Higher Education, Dr. James Fielder, Jr.

The report was prepared by Ms. Shezwae Fleming, Director of Diversity, Equity, and Inclusion. The Frederick Community College Board of Trustees approved the report at their meeting on August 17, 2016. In addition to the enclosed hard copy of the report, we will email an electronic version to you as well.

We appreciate the opportunity to report on our progress in the area of cultural diversity. Please feel free to contact me with any questions or comments you might have.

Sincerely,

Myrna Whitworth, Chair
Frederick Community College
Board of Trustees

Enclosure





**Maryland Higher Education Commission (MHEC)
2016 Cultural Diversity Report**

I. INTRODUCTION

Frederick Community College (FCC) is a public two-year community college located in the second largest city in Maryland. Since 1957, FCC has been preparing an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment. FCC values learning, innovation, diversity, excellence, community, and integrity, and seeks to transform individuals and communities through learning as indicated by our vision statement.

II. DEFINING AND AFFIRMING DIVERSITY

Diversity matters at FCC! An appreciation of diversity and inclusion empowers us to collectively acknowledge and celebrate the contributions of all members of the College community.

FCC Non-Discrimination Statement

Frederick Community College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment.

FCC aspires to be a leader in fostering an environment that welcomes, supports, rewards, and challenges its community members to think big, be creative, and lead with authenticity. We have made deliberate efforts to be intentional in our work of threading diversity and inclusion into the fabric of who we are and what we do. The impact of our efforts have not gone unnoticed. Listed below are a few of our significant achievements:

- The successful reaffirmation of our accreditation from the Middle States Commission on Higher Education with no conditions. Many of the commendations were for programs and services that provide comprehensive support for diverse populations.
- Being designated a Military Friendly School by Victory Media, which connects veterans to educational and job opportunities. The Military Friendly Schools designation is awarded to the top colleges, universities, and trade schools in the country that ensure their success in the classroom and after graduation.
- Being recognized and rewarded with the 2016 Diversity and Inclusion Award from the Frederick County Society for Human Resource Management (FCSHRM). Specific initiatives cited as deciding factors include: unconscious bias training and diversity workshops, revision of policies and procedures, and initiatives that benefit employees and the local Frederick community.
- After a national search, FCC welcomed Chianti Blackmon, as the Director of Multicultural Student Services. Ms. Blackmon came to FCC with significant experience promoting student inclusion, fostering academic success, and developing programs for special populations.

III. INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

Frederick Community College's 2020 Strategic Plan provides the framework for the Board of Trustees and Senior Leadership to develop the Annual Priorities. The President's Diversity Task Force, established in spring 2015 to advise the President on matters involving diversity, equity, and inclusion, created objectives that align with the 2020 Strategic Goals, Annual Priorities, and MHEC Standards. This cross-functional team identified the following objectives for 2015-2016:

Goal 1 - Enhance student persistence, success, and completion through collaborative and effective support systems. (Standard IV)

- Develop, implement, and support professional development opportunities for faculty and staff relating to diversity, equity, and inclusion.
- Serve as a bridge to coordinate collaboration among student support services to promote student success.

Goal 2 - Promote excellence in the design, delivery, and support of student learning. (Standard III)

- Explore innovative instructional models through faculty professional development.
- Increase student engagement and participation in activities that raise diversity awareness.

Goal 3 - Ensure fair and ethical standards in all policies, practices, and procedures throughout the College Community. (Standard II)

- Implement an equity audit by the end of the academic year and use results to establish benchmarks.
- Earn recognition for our achievements from an external evaluator at the state level or higher.

Goal 5 - Enhance access, support, and opportunities that meet the needs of diverse and changing populations. (Standard II)

- Implement professional development programs in diversity, equity and inclusion which serve as a resource for faculty and staff striving to meet expectations of their performance appraisal related to diversity.
- Organize and guide the implementation of student empowered forums which address student experiences related to diversity, equity, and inclusion.

Goal 6 - Expand the leadership capacity of all employees through professional development to meet the challenges and opportunities for our College. (Standard VII)

- Include a component in the Employee Development Plan to enhance employees' *cultural competence* as a means of engaging diverse and emerging populations.

The diversity and inclusion objectives broadly and succinctly identify opportunities to expand on existing initiatives as well as to embrace new and enterprising opportunities. This report provides

a summary of key goals and objectives accomplished this year, and outlines future projects and recommendations.

IV. EFFORTS TO INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS

Focus on Students

FCC has devoted considerable time, attention, and effort to increasing and retaining the number of students of color. As Chart 1 illustrates, the percentage of students of color has increased 18.7% over the past five years. Currently, 33% of FCC students identify as non-white students.

Chart 1

	2011	2012	2013	2014	2015	Percent Change	
						2014-2015	2011-2015
African American/Black	794	769	783	777	785	1.0%	-1.1%
Percent of Total	12.7%	12.5%	12.9%	12.9%	12.7%		
Native American	24	21	21	23	24	4.3%	0.0%
Percent of Total	0.4%	0.3%	0.3%	0.4%	0.4%		
Hispanic	362	447	507	583	662	13.6%	82.9%
Percent of Total	5.8%	7.3%	8.4%	9.7%	10.7%		
Asian	282	288	292	281	289	2.8%	2.5%
Percent of Total	4.5%	4.7%	4.8%	4.7%	4.7%		
White	4,531	4,357	4,140	4,116	4,150	0.8%	-8.4%
Percent of Total	72.3%	70.7%	68.4%	68.2%	67.0%		
Other	167	114	93	67	60	-10.4%	-64.1%
Percent of Total	2.7%	1.9%	1.5%	1.1%	1.0%		
Multiple Race	95	163	214	184	227	23.4%	138.9%
Percent of Total	1.5%	2.6%	3.5%	3.1%	3.7%		
Total Students of Color	1,724	1,802	1,910	1,915	2,047	6.9%	18.7%
Percent of Total	27.5%	29.3%	31.6%	31.8%	33.0%		

Specific recruitment efforts include the following:

- Streamlining the student intake and matriculation process to be more efficient, student-centered, and multi-layered, has been a priority for this year. The First Year Experience Program consists of four components connecting pre-recruiting efforts to academic advising, and academic advising to retention endeavors. This is an intentional effort to ensure that first-generation students have a relatively barrier-free experience as they transition from high school to college.
- Increasing access and opportunity for college-ready high school students; particularly first generation college students, students of color, and students who participate in the Federal free and reduced meals (FARM) program through our Dual Enrollment program. Because of a robust partnership with Frederick County Public schools, FCC now offers college courses in all ten FCPS comprehensive high schools and its Career

and Technology Center. During the 2015-2016 school year, local high schools offered 77 sections of dual enrollment courses. This fall, FCPS will be offering 117 sections of dual enrollment courses. This represents a 52% increase. There were 67 FARM students who participated in high school-based dual enrollment in 2014-15. This year, there were 104 FARM students participating. We are excited to see the growth of the program and the diversity of the students who are able to access college courses while still in high school.

- Enhancing the English as a Second Language (ESL) program to be more efficient. The ESL program has undergone extensive restructuring to better meet the needs of students and create faster and more affordable pathways to their goals. The Academic (credit) ESL program has been redesigned from integrated skills courses into separate reading, grammar/writing and oral communication courses, allowing students to concentrate on areas in need of improvement, and those showing proficiency in one or more area, to exempt out of particular classes and levels. The program has been reduced from four levels to two advanced levels for students who are truly one or two semesters away from college-readiness in terms of language acquisition. The development of the new Targeted ESL program in Continuing Education & Workforce Development (CEWD) absorbed the two lower levels and has provided students who were previously financially unable to attend credit courses the opportunity to attend courses that they may not have had access to before. The Targeted ESL program has expanded in the past year to now include 2 levels with ten different course options (see Chart 2 below). With the development and expansion of the non-credit Targeted ESL program, we have seen a decline in credit ESL enrollment. Students who once would have needed to attend expensive credit developmental classes can now meet their language development goals for a fraction of the cost and move more quickly- in a short as 8 weeks- into their CEWD programs. Students are also better-prepared to transition into the credit ESL classes upon completion of their Targeted ESL program.

Chart 2

	FY 15 SUM	FY 15 SPR	FY 16 SUM	FY16 SPR
Enrollment	45	140	191	216
Courses Offered	Listening & Speaking 1, Listening & Speaking 2, Grammar 1	Listening & Speaking 1, Listening & Speaking 2, Grammar 1, Reading & Writing 1, Fundamentals of Writing Workshop	Listening & Speaking 1, Listening & Speaking 2, Grammar 1, Grammar 2, Reading 1, Writing 1, Fundamentals of Writing Workshop	Listening & Speaking 1, Listening & Speaking 2, Grammar 1, Grammar 2, Reading 1, Reading 2, Writing 1, Writing 2, Fundamentals of Writing Workshop

Student retention, success, and graduation and/or matriculation on to a four-year institution, is critical to the success of Frederick Community College. A few of the new and exciting retention initiatives include the following:

- Continuing to provide academic, social, and cultural support for diverse students to close the achievement gap. The Multicultural Student Services Partnership to Achieving Student Success (PASS) program, a year-long comprehensive program designed for students of color, of low-income households, and those who are at-risk academically, facilitates the matriculation and continued transition of students to FCC through workshops and peer mentoring. This program received positive attention from the Maryland Higher Education Commission and was awarded a grant for four consecutive years. Furthermore, the persistence rate of PASS students (79%) is higher than non-PASS students (70%) and minority students (72%).
- Creating more affordable options for students by combining an intermediate algebra course and a terminal credit math class into a single course. The course is designed to shorten the time it takes students to complete their degree and finish their college-level math requirement. Again, we can point to national trends and FCC data to illustrate that the student group most effected and impacted by this initiative would be minority and first-generation students who tend to take longer to complete developmental math courses.
- Streamlining the pathways for students to increase success and completion, was a major focus of the year. The Developmental English program underwent a major redesign moving from two levels of independent reading and writing courses to a model that minimizes the time to prepare students for college level classes. More students at the upper end of the placement range will have access to an accelerated pathway to enroll in transfer-level courses, while those in the mid-range will enroll in a new blended Developmental Reading-Writing course. Our research shows that a large percentage of minority students are most impacted by this change. It is our hope that the “blended” course will close the achievement gap for the minority students and enable them to graduate and/or transfer at a higher rate.

Focus on Faculty, Staff, and Administrators

FCC works hard to attract and employ talented faculty, staff, and administrators. Much of the work for the past four-years has focused on improving the recruitment of diverse faculty and professional staff. As Chart 3 reflects, FCC has increased minority faculty representation from 12% in Fall 2013 to 19% by Fall 2015. The data also reflects the growth of minority FT administrative and support staff (from 15% to 19%). The new College hiring process implemented in 2014-2015 focused on recruitment efforts to ensure a diverse pool of applicants. Required unconscious bias training also became a part of the search committee orientation process.

Chart 3

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Percent minorities (nonwhite) of full-time faculty	12.0%	14.0%	14%	18%	19%
Percent minorities (nonwhite) of full-time administrative and support staff	15.0%	16.4%	14%	17%	19%

Improvements have been, and continue to be made, with respect to recruiting diverse faculty. Perhaps the clearest example of such efforts can be found in our growing partnership(s) with Howard University such as:

- FCC has an established a partnership with the Howard University Preparing Future Faculty (PFF) Program. The FCC/PFF partnership provides underrepresented minority graduates the chance to work with and learn from seasoned faculty as well as engage in professional development activities. In 2015-2016, FCC received two fellows who taught in the science and math departments respectively.
- FCC was recently invited to participate in the Baltimore-Washington Area (BWA) Alliance of Graduate Education and the Professoriate (AGEP) Transformation proposal submitted by Howard University to the National Science Foundation (NSF) in June 2016.

The PFF and BWA-AGEP provide future faculty with hands-on experience at the community college level, connect them with experienced faculty mentors, and create possibilities for engagement with minority students seeking role models who look like them. Hopefully, minority graduate students will explore community college, and potentially FCC, as viable employment opportunities.

In general, faculty feel engaged and supported on campus, and value their experiences at FCC. These are all necessary components for retaining talented faculty.

- The College supports and promotes a climate of academic inquiry, and provides monetary resources to incentivize engagement and creativity. For example, the Faculty Innovation Grant provides funding for collaborative and innovative learning opportunities. This program supported the creation of FCC’s first ever hip hop course – *The Language of Hip Hop* (offered in spring 2016). This interdisciplinary (English and communication) course was designed to inspire and motivate students to think about, and engage in, discussions that address important social justice issues. This course was also connected to some of the co-curricular (Spring Fling) activities benefiting students, staff, and faculty.
- To encourage professional growth of faculty, the College has created an alternative pathway to faculty promotion by providing them with opportunity to earn alternative credits that can be applied towards advanced study requirements for applying for a promotion in rank. Alternative credit option allow for faculty to participate in series of on-campus faculty development events, known as Teaching and Learning Hours, and combine these hours with a series of other activities as means of accruing alternative

credits of study. Teaching and Learning Hours focus on several specific areas of study such as Culturally Responsive Teaching and the Scholarship of Teaching and Learning. The alternative credit is vetted by an approval team that includes faculty subject matter experts.

V. EFFORTS TO DESIGN AND CREATE POSITIVE INTERACTIONS AND CULTURAL AWARENESS AMONG STUDENTS, FACULTY, AND STAFF ON CAMPUS

The Center for Student Engagement (CSE)—in collaboration with multiple departments and academic units—coordinates campus-wide programs, events, and activities designed to broaden students’ awareness of and interest in community outreach and engagement as well as connecting what they are learning in the classroom to real world challenges *and* opportunities. Some of the events, activities, and service learning projects for the year include:

- Veteran’s Day Memorial Dedication
- GLBTQIA Ally Training
- Sexual Assault Prevention and Awareness bystander and reporting training for fall and spring.
- Mental Health and Wellness topics offered during fall and spring
- Substance Abuse Prevention Support and Awareness programs and events
- On Campus Voter Registration
- Attending the presentation and discussion of this year’s Campus Book Discussion author Bryan Stevenson, author of *Just Mercy*
- FCC field trips to Washington, DC (Eastern Market, cultural museum, and CNN); Pittsburgh, PA (the Conflict Kitchen); and New York (Stonebridge Farms Environmental Field to Table).
- Food and winter clothing drives throughout the year
- NAACP and UNESCO Center for Peace awareness presentations and engagement of organization activities.

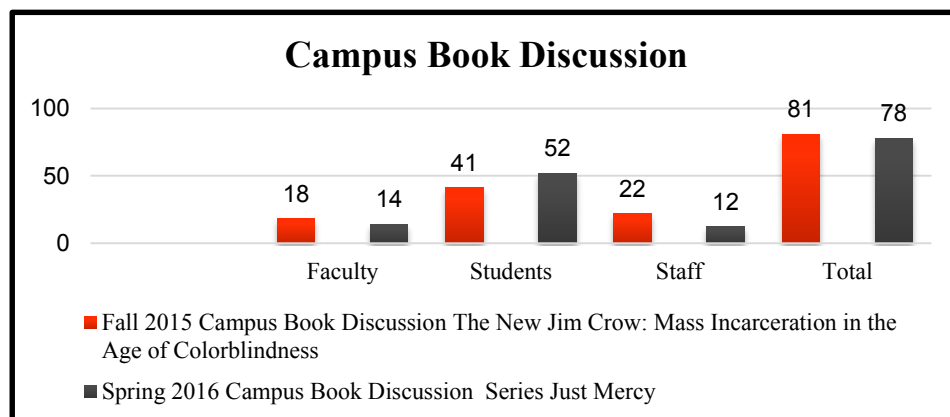
In addition to the above-mentioned activities, CSE coordinates the Co-Curricular Day Speaker Series. This is a cross-disciplinary program designed to provide students with an opportunity to be exposed to broad and diverse topics outside of the classroom. This bi-annual series features national and international speakers and performers. This years’ speakers included:

- Jeremy Rifkin is president of the Foundation on Economic Trends and the author of 20 bestselling books on the impact of scientific and technological changes on the economy, the workforce, society, and the environment.
- Pablo Campos was born the year his parents came to the US from Guatemala and grew up in Alexandria, VA. Despite grandparents on both sides struggling from depression, addiction, and anxiety, he grew up without any discussion of or education on mental health.
- The Zuzu Acrobats are a high energy African acrobatics show from Mombasa Kenya - as seen on America's Got Talent! They use a traditional African art form set to high energy African beats to bring joy and learning to students across America.

- Alexander Tsiaras is an internationally renowned journalist and author. Using art and technology, Alexander Tsiaras visualizes the unseen human body. In his own words, “The magic of the mechanisms inside each genetic structure saying exactly where that nerve cell should go — the complexity of these mathematical models is beyond human comprehension.”
- Erik Larson is the author of five *New York Times* bestsellers, most recently *Dead Wake: The Last Crossing of the Lusitania*, which hit #1 on the *Times* list soon after launch. His previous book was *In the Garden of Beasts: Love, Terror, and an American Family in Hitler’s Berlin*, which also hit #1 and remained on the printed list for 35 weeks.
- Award winning Palestinian-American Poet, Writer, Anthologist, and Educator, Naomi Shihab Nye describes herself as a “wandering poet.” She has spent 40 years traveling the country and the world to lead writing workshops and inspiring students of all ages.
- Bryan Stevenson is the founder and Executive Director of the Equal Justice Initiative and one of the most acclaimed and respected lawyers in the nation. His memoir, *Just Mercy*, is the story of a young lawyer fighting on the frontlines of a country in thrall to extreme punishments and careless justice.

Another great initiative promoting campus engagement is the Campus Book Discussion series that was launched in the fall of 2015 and is meant to provide an opportunity for students, faculty, and staff to engage in semester-long diversity-themed discussions outside the classroom. The Campus Book Discussions are guided texts that examines social and/or political issues. The book selected for fall 2015 was Michelle Alexander’s *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* and in spring 2016, Bryan Stevenson’s *Just Mercy* was selected. Fall 2016 book will be *The Book of Unknown Americans* which focuses on the immigrant experiences. As Chart 4 reveals, this is a promising initiatives we hope will continue to grow.

Chart 4



Other opportunities for students, staff, and faculty to learn about cultural differences and engage in cross-cultural interactions include the International Nelson Mandela Day programs and events, the annual Latino Festival, the Global Community Fest events in celebration of International Education Week, various art exhibits and performances, and study abroad trips to Russia and France, to name a few. These programs and events continue to grow and attract participants from the Frederick community and beyond.

The Center for Teaching and Learning (CTL) supports and enhances high-quality instruction and responds to the individual learning, teaching, and support needs of students, faculty, and staff. In addition to orientation and training sessions to introduce faculty to the College, best practices, and tools and resources, CTL has a robust professional development curriculum designed to inspire faculty to engage students' minds and support their success through active learning, innovation, and scholarship. Professional development workshops—or CTL Teaching and Learning Hours—are focus on four areas: Culturally Responsive Teaching; Scholarship of Teaching and Learning; Technology, Teaching, and Innovation offered by the Center for Distributed Learning; and Faculty Leadership and Academic Management (FLAM).

CTL and the Office of Diversity, Equity, and Inclusion (ODEI) collaborate on culturally responsive teaching trainings and workshops. In the spring of 2016, CTL and ODEI facilitated a workshop employing the Intercultural Development Inventory® (IDI) to new and returning faculty. This cross-cultural assessment is used to increase one's cultural self-awareness, identify gaps, and learn about resources available to help address cultural competency gaps. After taking the IDI assessment, faculty participated in a 3-hour workshop designed to help participants understand the IDI instrument and how to interpret their results. This interactive workshop was followed by a more in-depth debriefing meeting to assess faculty members' experience with the IDI assessment and workshop. The current plan is to reassess faculty who participated in this workshop after six months to see if there has been growth and progression.

In addition to the CTL training, faculty are encouraged to attend the diversity-related employee development workshops offered by the Human Resources Office in collaboration with ODEI. Session topics included *Intercultural Communication*, *Unpacking Your Cultural Baggage*, *Diversity in the Workplace*, and *LGBTQIA Ally Training*, to name a few. Future plans include evaluating the impact of participant experiences.

VI. STATEMENT REGARDING CAMPUS PROCESS FOR THE REPORTING OF HATE-BASED CRIMES

FCC works to ensure that the campus environment is welcoming, safe, and free of obstacles that disrupt and/or limit the College community's access to and engagement with programs, services, events, and/or opportunities that enhance one's personal learning goals.

The first level of responding to incidents or behaviors that disrupt learning is through the use of FCC's "Student Behavior Incident Report Form," which is available to all students, faculty and staff on FCC's public website and on Communication Central, FCC's employees Intranet site.

This form covers a broad range of incidents and behaviors that warrant immediate attention, including discrimination and harassment.

In addition to the Student Behavior Incident Report Form, the College Safety and Security website is available to the public and it provided 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 website and it provides the information needed as part of the Title II Crime Awareness Campus Security Act of 1990 policy (<http://www.frederick.edu/faculty-staff/campus-security.aspx>).

Bias/Hate Crime at Frederick Community College

Committed to ensuring that the College campus is a place where mutual respect is paramount, bias and hate of any kind is not condoned or tolerated. The College prohibits hate/bias activities, including employing language or behavior that is intended to cause harm, or threaten towards a person based on race, religion, ethnicity, gender, sexual orientation, or disability. The FCC Student Code of Conduct, Title IX Sexual Misconduct, and Non-Discrimination Policy and Procedures have been updated to address bias/hate crimes.

How to Report a Crime

To report a crime, individuals are directed to contact the College Safety and Security Department at (301) 846-2453 for non-threatening emergencies. For emergencies, individuals are directed to dial 911. Emergency telephones are located throughout the campus in addition to the emergency pole phones located in or near each of the parking lots, which have identifying numbers to assist campus security with locating an individual in need of assistance.

FCC is committed to ensuring that it has a safe and welcoming campus. The campus community is urged to report any suspicious activity and/or person(s) seen in parking lots or loitering around vehicles or buildings, to College Safety and Security. College Safety and Security advises individuals not to approach or attempt to apprehend person(s) deemed to be a threat.

For off-campus options, individuals are instructed to contact the local Frederick Police Department by dialing 911(emergency) or (301) 600-2100. The FCC College Safety and Security Department works in collaboration with local law enforcement to investigate and resolve issues and/or concerns.

In addition to reporting information to College Safety and Security and/or the local Police Department, individuals may report a crime to campus officials such as the Associate Vice President/Dean of Students and the Title IX Coordinator, to name a few. All campus officials (staff, faculty, and administrators), serve as 'responsible employees' and are required to report crimes.

Future Focus

FCC is proud of the work accomplished this year, and will continue building and sustaining a diverse and engaged college campus through multiple innovative activities and initiatives. A few of the future priorities include:

- Expanding activities and initiatives for students, faculty, and staff to engage in dialogues on topics on diversity and difference.
- Evaluating diversity-related programs, services, and events for impact.
- Continuing to assess persistence gaps in achievement by student groups to determine successful practices and opportunities for innovation.
- As Frederick County continues to grow and become more diverse (minority, immigrant and first-generation), it is important that we continue to develop practices and initiatives that speak to this growth.
- Continuing to enhance the employee development framework, and grow resources (especially online tools) for faculty and staff.
- Growing our efforts to connect current and future students to explore potential careers in Science, Technology, Engineering, and Mathematics (STEM).

Efforts continue to ensure that all program areas and curriculum are culturally responsive, and that all faculty and staff are demonstrating the cultural competency which ensures success for all students.



Garrett College Cultural Diversity Plan

2016 Update and Progress Report

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

July 19, 2016

GARRETT COLLEGE

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

a. 4-year public

b. 4-year private

Are you affiliated with the Maryland Independent Colleges and Universities Association (MICUA)? Yes No

c. 2 year public

d. 2-year private

e. Other _____

2. How many campuses comprise your institution? One

3. How many campuses are included in this report? One

4. Mailing address of your institution's main campus:

GARRETT COLLEGE

687 Mosser Road

McHenry, Maryland 21541

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.

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 continues to be several areas where improvement is needed:

Improvement of minority retention and completion rates - Retention and completion (graduation) rates for the College’s minority population and among its Black/African American students, in particular, continue to lag behind the rates for the College, overall, particularly with respect to completion. As shown in Table 1 on the following page, graduation rates have declined steadily for the last six cohorts of African American students. Although, it should be noted that these low completion rates are at least partially attributable to the number of student athletes transferring early in order to maximize their athletic eligibility, as is reflected by the relatively high transfer rates for African American students shown in Table 1. The College needs to continue to focus on improving academic and other support services as well as its developmental studies program in order to improve minority completion rates. Retention, on the other hand, is improving. For the fall 2014 African-American cohort, the fall-to-fall retention rate was 51%, which was a significant improvement over the 37% fall-to-fall retention rate reported for the fall 2013 African-American cohort. The College’s retention rate for the fall 2014 cohort overall was 56%. Fall-to-spring retention (which is generally much higher) held steady at around 72%. Among all students, for fall 2014, fall to spring retention was 74%.

TABLE 1

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%
2011	5%	65%	23%	36%
2012	1.4%	57%	18%	36%

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 has not been possible to assess the extent to which the “cultural and global perspective” general education learning goal is being achieved. The College has now established a common set of diversity learning outcomes for its “Identity and Difference” courses, but the curriculum revisions needed in order to incorporate these learning outcomes have not yet been made. This task needs to be completed so that the “Identity and Difference” courses can be regularly assessed and their effectiveness evaluated.

Continued training and other activities for faculty and staff to increase their cultural competency and improve their ability to respond to cultural differences – While there is 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 increase the faculty and staff’s cultural competency 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 24% of the College’s student population is Black/African American (fall 2015 data), at present, the College has no Black (African) faculty

members and only one Black/African American professional staff member. 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 members 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: Associate Vice President for Instruction and Student Services

Timeline: Fall 2015 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).

Outcome to Date: Among African American students, from Fall 2014 to Fall 2015, retention improved by 37.8% (from 37% to 51%).

***Status:** In fall 2010, the CARE (Crisis Assessment Response and Evaluation) Team was established. The CARE Team was initially established to serve as a behavior intervention team for problem students, but its role was subsequently expanded to address any patterns of behavior that were likely to jeopardize an individual student's ability to achieve success. On the whole, the CARE team has functioned well, but it has not been as effective in addressing behavior that puts students at-risk academically, such as excessive absence from class, tardiness, failure to submit assignments in a timely manner, etc. As a result, the staff of the College's Advising and Academic Student Success Center (AASC) have established an "Early Alert" system to identify and follow up with those students whose behavior puts them at-risk academically. This new system was introduced in fall 2015 and based on anecdotal evidence appears to be helping. For example, the number of mid-term deficiencies has declined. A more formal evaluation of the "Early Alert" system will be forthcoming.*

Strategy 2: Create and implement a program to improve retention among minority athletes. If this pilot program is successful, consider extending it to include all minority students.

Responsibility: Associate Vice President for Instruction and Student Services; Athletic Coordinator

Timeline: Fall 2012 and ongoing

Desired Outcome: By the end of FY2016, retention and completion rates and other measures of success for minority athletes will increase by 15% (as referenced to FY2013 baseline data).

Outcomes to Date: From fall 2014 to fall 2015, the fall-to-fall retention rate for minority athletes improved by 6% (from 43.8% to 46.4%). Since FY2013, the retention rate (fall-to-fall) for minority athletes has improved by 48% (from 31.3% in FY2013 to 46.4% in FY2016). Among Black/African American athletes, from fall 2014 to fall 2015, 40% were retained.

***Status:** A special retention program for student 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 on academic probation and those who face the possibility of being academically dismissed
- Those who are admitted with special circumstances
- Those who are otherwise considered at-risk based on the professional judgment of the Athletic Academic Counselors, Coaches, or the Athletic Coordinator

So far, this program has proven to be an effective strategy for increasing retention among minority student athletes, with retention rates for this group showing significant improvement.

Strategy 3: Establish an Advising and Academic Success Center to provide a comprehensive program of advising, counseling, tutoring and other academic support services.

Responsibility: Associate Vice President of Instruction and Student Services

Timeline: 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).

Outcome to Date: For fall 2015, the retention rate (fall-to-fall) for minority students was 52%, as compared with the 37% rate reported for fall 2014, a 40% increase.

Status: *The Advising and Academic Success Center (AASC) opened in September 2012. The Center works 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, as is evidenced by the "Early Alert" system that was initiated in fall 2015. Since the opening of the AASC, the College has not only seen improvements in retention, but also a decline in the percentage of students who are on probation or academically dismissed. And while the proportion of minority students who are either on probation or academically dismissed has typically been much higher than that of the College's student population as a whole, that percentage has also declined. For example, for spring 2015, for the minority cohort, 23% were either on probation or academically dismissed, as compared with 32% for spring 2013, a 28% decrease.*

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: Associate Vice President for Instruction and Student Services

Timeline: fall 2015 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).

Outcome to Date: For the fall 2014 minority cohort, the overall developmental math success rate was 79%, an 8% increase over the rate reported for the fall 2013 minority cohort, and a 41% increase over the rate reported for fall 2012 (FY2013). For the fall 2014 minority cohort, the overall developmental English success rate was 74%, lower than the 79% reported the previous year.

Status: *Since 2010, Garrett College has made several revisions to its developmental math and English curricula in an effort to make its developmental education program more effective and to reduce the amount of time students must spend taking developmental coursework. The most recent changes were introduced in fall 2015. Developmental English has been reduced to a single course (students at the next level take a two-hour lab coupled with regular college-level English) and developmental math has been compressed into two courses where previously there were three. An evaluation of the effectiveness of these new courses is currently in progress.*

Goal 2: Develop and increase the level of cultural competency among students.

Strategy: Adapt the general education curriculum to accommodate cultural competence/diversity student learning objectives and incorporate regular assessment of cultural competence/diversity learning outcomes as a component of the College's process for assessing the effectiveness of its General Education program.

Responsibility: Associate Vice President for Instruction and Student Services, Dean of Instructional and Institutional Effectiveness

Timeline: Spring 2015 and ongoing

Desired Outcome: On assessments designed to evaluate attainment of cultural competence/diversity learning outcomes, 75% of students will be able to demonstrate mastery of one or more diversity learning outcomes.

Status: *One of the College's six goals for its general education program is that students will attain a "Cultural and Global Perspective." In connection with this goal, the College has established cultural competence/diversity student learning outcomes and these will be assessed as part of the general education program assessment process, beginning in spring 2017. Student attainment of a "Cultural and Global Perspective" will be assessed relative to achievement 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, as well as an understanding of issues of gender, including gender stereotypes, gender oppression, gender bias, and sexual orientation.*
- 2. Students will be able to demonstrate intercultural communication skills by articulating a respect for cultural differences and similarities.*
- 3. Students will be able to demonstrate multicultural leadership skills through their ability to recognize the importance of global social responsibility and demonstrating adaptability and resourcefulness in challenging learning environments.*

Determination as to how these outcomes will be assessed and of any curricular changes that may be needed to ensure that these outcomes are met is currently underway.

Goal 3: Develop and increase the level of cultural competency among faculty and staff.

Strategy 1: Conduct periodic training aimed at developing and increasing the level of cultural competency among faculty and staff, including their ability to relate to and communicate more

effectively with minorities and their ability to respond appropriately when dealing with problem situations.

Responsibility: Vice President for Instruction and Student Services, Director of Human Resources

Timeline: Spring 2017 and ongoing

Desired Outcome: Faculty and staff will be able to demonstrate intercultural communication skills by articulating a respect for cultural differences and similarities and demonstrate the ability to respond appropriately in dealing with problem situations.

Status: *The College's initial plan to hold large scale annual diversity training events proved to be unworkable, due to a variety of factors. So far, 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 Professional Growth and Innovation (formerly 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, including activities pertaining to cultural diversity. The new FY2017-2019 Strategic Plan lists "Develop and increase the level of cultural competence among students, faculty, staff, and the community ..." as a strategic objective and strategies and for achieving it along with the resources required are currently being identified as part of the activation plan and unit level annual operating plans.

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: (1) Faculty will be better informed on issues relating to diversity and better prepared to address such issues in the classroom; (2) Faculty and staff will be more aware of the particular challenges facing minority students and will be better equipped to 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 specifically called for targeted recruiting of minority faculty and professional staff where appropriate in order to achieve more diversity, with particular attention given to recruiting Black/African American faculty and staff. The College was successful in hiring a Black/African American Vice President for Instruction and Student Services and a Black (African) Assistant Professor of Engineering, the College's first Black faculty member. (Unfortunately, the latter has just resigned to take a position another institution.) While not specifically indicated in the new (FY2017-2019) strategic plan, the recruitment of minority faculty and professional staff continues to be a priority.*

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 now being vacated due to the fact that a number of the College's faculty and professional staff are either at or near retirement age. This situation has given the College more opportunities to work on increasing 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 2015, minority student enrollment was 25%, which far exceeds the representation of minorities within the College's service area (minorities who are 18 or older currently account for only about 2% of Garrett County's total population). 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 11% of the College's minority population.

The College will seek to maintain a minority population of at least 20% of its total student population. Given recent trends, this goal should be fairly easy to accomplish. The College will focus most of its efforts instead 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.

While the percentages of minorities among Garrett College's full-time faculty and professional staff exceed the representation of minorities within its service area, the actual number of individuals represented is small, due to the Garrett's small size. For example, the College's moderately high percentage of minority faculty (17%) is the result of having 4 minority faculty members among its full-time faculty of 23, and while minorities account for 3.33% of the College's full-time professional staff (fall 2015 data), this percentage involves a single individual.

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. 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.

Despite these challenges, Garrett College is committed to increasing the minority representation among its full-time faculty and professional staff, and through the use of targeted recruiting, some success has been achieved, as the percentage of minority faculty indicates. The College is particularly interested in increasing the number of Black/African Americans on its faculty and professional staff as there are currently (as of June 2016) no Black/African American faculty members and only one Black/African American professional staff member. This is despite the fact that 24% of the College’s students are Black/African American (fall 2015 data). The College has an aging faculty and staff and anticipates a number of retirements over the next few years. The combination of an increase in the number of hiring opportunities due to retiring faculty and staff along with targeted recruiting may help Garrett College make further progress toward achieving its diversity hiring goals.

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

General Education Program

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 was initially fairly broad, but has now been considerably narrowed to ensure that the desired cultural competency/diversity student learning outcomes (listed earlier under Goal 2 on page 9) are being achieved. Regular assessment of these learning outcomes will begin spring 2017.

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 provides scholarships to 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. Since then, international student enrollment has been somewhat erratic. For example, in fall 2014, 16 international students were enrolled, while for fall 2015, international student enrollment dropped to only 10 students. The College would like to increase the number of international students it enrolls, but it currently lacks 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 last 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 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. In fact, developing and increasing the level of cultural competency among faculty and staff (as well as among students and members of the community) is one of the strategic objectives outlined in the College's recently approved FY2017-2019 Strategic Plan.

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. PROCESS 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

2016

INTRODUCTION

Diversity can be defined in a wide variety of ways. For the purpose of this document, “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.

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. HCC’s strategic goals and action plans help guide achievement and changes in policies and procedures, with the overarching values of equal access and treatment as the foundations. Simply recruiting a more diverse student body without attending to other aspects of campus life, such as intergroup relations, curricular change, faculty and staff professional development, and diversifying faculty and staff, can result in difficulties for traditionally under-represented students. Comprehensive institutional change and integrated efforts are critical to provide positive educational outcomes within a climate of acceptance and respect for cultural diversity and equal opportunities for education, training and employment.

The College’s Mission, Values and Policy

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. The mission, 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.

Values

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

Diversity Policy

Beyond its Equal Employment Opportunity Policy, HCC's Board of Trustees approved in 2009 the Anti-Discrimination Policy. Committed to a policy of cultural diversity and openness in preventing any form of discrimination, 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 seriously its commitment to recruit students and employees of diverse backgrounds. HCC's minority enrollment of 22.7 percent in FY16 exceeded that of the county's minority population. Though Washington County became more racially and ethnically diverse over the last decade, it is still primarily white and non-Hispanic. Black or African American residents comprise the largest minority group as seen in Table One. Hispanic residents comprise the fastest growing ethnic population in Washington County. With inclusion of ethnicity, the total minority population increases from 15.3 percent to 19.3 percent.

Table One
Washington County, Maryland Population by Race/Ethnicity

Race	Washington County	
Population	149,588	
White	126,807	84.80%
Black or African American	16,033	10.70%
Hispanic	5,944	4.00%
Two or More Races	3,836	2.60%
Asian	2,378	1.60%
American Indian and Alaska Native	432	0.30%
Native Hawaiian and Other Pacific Islander	102	0.07%
2016 World Population Review		

SUMMARY OF HCC'S PLAN AND PROGRESS TO IMPROVE CULTURAL DIVERSITY

HCC's strategic plans have always incorporated goals and action plans for a diverse student body and workforce. HCC annually updates through its unit planning process the strategic plan, revising and adding objectives and action plans as institutional priorities change or are added. *The College, through its 2018 Strategic Plan, addresses the importance of diversity and multiculturalism by establishing specific goals (2, 3, 4, and 6), objectives and action plans.* In doing so, HCC continues to improve its planning/evaluation model and bring about positive change related to improving cultural diversity among students, faculty and staff. Bulleted below each relevant goal of the 2018 Strategic Plan are updates regarding progress with impact on cultural diversity made since throughout FY16.

Institutional policy statements provide the overarching foundation for these plans. The Board of Trustees established policies to address issues of diversity, integrity and respect across campus. These policies include: Free Speech and Anti-Discrimination (Policy #4042); Academic Integrity (Policy #4045); Discrimination and Harassment (Policy #5032); Free Speech and Peaceful Demonstration (Policy #8068); and the Equal Employment Opportunity (Policy #5003). Recognizing the importance of this topic, the Human Resources (HR) Department implemented an electronic version of annual recertification training on discrimination and harassment for all employees.

2018 Strategic Goal 2 - Maintain a Responsive, Dynamic Curriculum and Teaching Excellence

- 2.8 Create a learning environment that is respectful of multicultural values and general educational requirements that promote an understanding and appreciation for multiculturalism
- Action Plans:
- 2.8a Structure professional development activities for all employees that focus on multicultural awareness and responsiveness, including teaching employees "best practices" in serving a multicultural student body (FY16-FY18)
 - 2.8b Promote multicultural sensitivity in the classroom among faculty and students (FY16-FY18)
 - 2.8c Develop interactive teaching and learning models that expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, etc. (FY16-FY17)
 - 2.8d Develop new courses and update curricula to reflect a diversified world view (FY16-FY18)
 - 2.8e Exhibit a diverse representation of student and employee images in all advertising (FY16-FY18)
- 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:
- 2.10a Develop the common outcomes and assessment tools for the diversity category of general education (FY16)
 - 2.10b Determine the courses that meet the outcomes for the diversity category of general education (FY15-FY16)

Accomplishments in FY16 related to Cultural Diversity:

- Recognizing the importance of embracing diverse cultures in instruction, HCC offers diversity to its Emerging Issues and Interdisciplinary General Education category, thereby requiring that all degree-seeking students take one three-credit course pertaining to multiculturalism and diversity. Examples of relevant course titles include Cultural Anthropology, World Regional Geography, World Religions, Understanding Diversity in the Helping Profession, and Diversity and Cultural Issues in Sports and Athletics.
- Student organizations oriented toward increasing awareness of diversity, ethnicities and cultures include the International Club, the National Organization for Women, Spectrum Club (open to and accepting of all identities), and Veteran’s Club.
- The Continuing Education and Business Services division of the College added a Spanish Drivers Education course.

2018 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

Action Plans:

- 3.2d Develop strategies to continue the growth of minority student enrollments (FY16)
- 3.2e Develop and maintain ESL curricula in ABE, developmental, and college-level courses (FY16)
- 3.2k As part of recruitment, increase the amount and variety of student financial aid (FY16-FY17)
- 3.2l Continue to provide financial literacy as part of loan counseling and present workshops to selected student groups (FY16-FY18)
- 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 (FY16-FY17)

3.4 Provide special services to reach out to underserved populations

Action Plans:

- 3.4a Monitor the effectiveness and make improvements to student services programs, such as Job Training Student Resources (JTSR), TRiO Student Support Services, and Disability Support Services (DSS), to assist at-risk students (FY16)
- 3.4e Implement marketing initiatives specifically targeted at underserved populations (FY16-FY18)
- 3.4g Strengthen the ABE / GED / EDP programs (FY16-FY18)
- 3.4h Expand credit and credit-free short term training programs for those entering the job market or making a career change (FY16-FY-18)
- 3.4j Continue to serve the prison populations at Maryland Correctional Training Center with college courses and adult vocational training (FY16-FY18)

Accomplishments in FY16 related to Cultural Diversity:

- Minority student enrollments comprise 22.7 percent of the overall credit student body. This exceeds the minority population of 19.3 percent in the county.

- Since its addition in 2008, the full-time Multicultural Recruiter position encourages prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses.
- The Continuing Education division continues to serve traditionally underserved populations through training (e.g., forklift safety at the Washington County Family Center, Spanish Drivers Ed course, etc.)
- Two case management programs - TRiO Student Support Services and Job Training Student Resources - provide services in programs that enroll a high percentage of students who are minorities (over 30 percent).
- The Director of Financial Aid hosts workshops for low income, at-risk students to encourage participation in higher education by covering federal and state financial aid programs, concerns about borrowing and important deadlines. Additionally, HCC has an additional source of student financial aid via its Opportunity Fund for those who do not qualify for Pell grants.
- Examples of campus activities that support enrollments and diversity include the annual Carols from Around the World (December 2015), Chinese New Year Celebration (February 2016), “What’s Your Dream?” (multi-media event in support of MLK Celebration, February 2016), HCC Book Club selection of Ruby, (book about race relations in the South, March 2016), and Irish-American Heritage Celebration (March 2016). Employees are encouraged to participate as well.

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

4.4 Cooperate with other local educational and community organizations, as well as government bodies, in seeking educational solutions to local economic and social problems

Action Plans:

- 4.4a Expand joint programs with the University System of Maryland – Hagerstown and Washington County Public Schools (FY16-FY18)
- 4.4c Continue to collaborate with local social service agencies in recruiting students and providing for their education needs (FY16-FY18)

4.5 Maintain the College’s role as one of the premier intellectual, social, and cultural centers in its service region

Action Plans:

- 4.5a Work collaboratively with public and private partners to support student and community success by involving more community partners in the education of students and the development of programs (FY16-FY18)
- 4.5c Plan and sponsor community information forums on issues facing the HCC service area (FY17)
- 4.5d Continue to provide regional leadership for the annual Martin Luther King, Jr./Diversity Celebration on the HCC campus and plan activities throughout the year that promote multiculturalism (FY16-FY18)

Accomplishments in FY16 related to Cultural Diversity:

- HCC provides county leadership for the annual Martin Luther King/Diversity Celebration, which has been held annually on campus since 2004.
- The College has been the co-sponsor of annual Hispanic festival since 2008. The Hispanic organization that co-sponsors the event uses funding from the event to support scholarships for Hispanic students attending HCC.

- HCC’s adult education GED program enrolls approximately 50 percent minority students.

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

Accomplishments in FY16 related to Cultural Diversity:

- In fall 2015, five (6.2 percent) full-time faculty identified themselves as minorities, compared to one in fall 2005. Of all full-time non-faculty employees, 7.6 percent identified themselves as minorities in fall 2015 compared to 5.1 percent in fall 2005.
- The Human Resources Department offers an electronic version of annual recertification training on discrimination and harassment for all employees.

FOSTERING AND INCREASING A DIVERSE STUDENT BODY AND WORKFORCE

Student Recruitment and Enrollment

The College’s minority student enrollment in FY16 was 22.7 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (19.3 percent). African American students, the largest minority group on campus, comprised 10.2 percent of all FY16 enrollments. Additionally, Hispanics/Latinos comprised 5.8 percent of enrollment, which is 1.8 percent higher than that population in Washington County. Table Two depicts unduplicated headcount enrollment in credit programs by race and ethnicity for FY 2012 through FY 2016.

Increasing the number and diversity of student enrollments remains critical to HCC’s success. In accordance with federal regulations under the Higher Education Opportunity Act, institution-wide assessment information, which includes diversity, is available to current and prospective students through the public disclosure site of HCC’s Web page. A position in Student Services is dedicated to outreach and recruitment of minority populations. The Multicultural Recruiter, who is Hispanic, visits all local high schools, including English Language Learner (ELL) classes, and hosts information sessions targeting prospective minority students at the local public library and other venues. Information shared includes credit and non-credit education and adult education and literacy. Events sponsored by HCC to promote multiculturalism and understanding throughout the year included the Martin Luther King, Jr. Celebration of Diversity, co-sponsoring the annual Hispanic Festival, Chinese New Year

Celebration, and Irish-American Heritage Celebration. Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the International Club, the National Organization for Women, and the Spectrum Club (open to and accepting of all identities).

Table Two
Unduplicated Credit Enrollment by Race, FY 2012 – FY 2016

HAGERSTOWN COMMUNITY COLLEGE						
Fiscal Year Credit Enrollment by Race, Ethnicity, and Minority Status						
		FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Total Headcount		7019	7093	6754	6488	6007
Race	White	5508	5537	5321	5027	4677
	Black/African American	812	832	727	723	615
	Asian	151	149	129	143	140
	American Indian/Alaskan Native	35	39	30	27	22
	Native Hawaiian/Pacific Islander	13	17	14	16	14
	Two or More Races	181	222	239	266	284
	Unknown/Not Reported/Indeterminate	319	297	294	286	255
Ethnicity	Hispanic/Latino	314	342	338	375	346
Minority Status	Non-Minority	5257	5265	5041	4723	4382
	Minority	1478	1547	1428	1484	1364
	Indeterminate	284	281	285	281	261
Minority % of Credit Students		21.1%	21.8%	21.1%	22.9%	22.7%

Two of the College’s programs use a case management approach to help remove barriers and providing support for learning. Both the Job Training Student Resources (college funded) and TRiO Student Support Services (grant funded) programs work closely with at-risk students to help them persist, complete their courses and graduate. Both programs serve high-risk populations, of which at least 30 – 40 percent fall into a minority group.

The Director of Financial Aid hosts 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, concerns about borrowing and important deadlines. The results of these efforts are demonstrated by an increase in unduplicated numbers of minority students receiving financial aid as seen in Table Three. In FY15, 70.0 percent of all enrolled minorities for the second year in a row received some form of financial aid, which is the highest percentage in the history of the College.

Table Three
Student Receiving Financial Aid
by Race, Ethnicity, and Minority Status
FY11 – FY15

Students Receiving Financial Aid by Race, Ethnicity, and Minority Status						
		FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
		% Receiving Financial Aid	% Receiving Financial Aid	% Receiving Financial Aid	% Receiving Financial Aid	% Receiving Financial Aid
Race	White	49.0%	50.4%	54.4%	61.1%	66.4%
	Black/African American	67.6%	67.0%	73.9%	74.1%	74.8%
	Asian	39.7%	31.8%	43.6%	48.8%	56.6%
	American Indian/Alaskan Native	65.0%	80.0%	61.5%	70.0%	77.8%
	Native Hawaiian/Pacific Islander	25.0%	30.8%	41.2%	71.4%	18.8%
	Two or More Races	58.9%	53.6%	59.9%	77.8%	71.4%
	Unknown/Not Reported/Indeterminate	51.6%	50.2%	55.6%	58.5%	62.6%
Ethnicity	Hispanic/Latino	59.2%	55.7%	56.7%	64.2%	66.7%
Minority Status	Non-Minority	48.8%	50.3%	54.5%	60.7%	66.3%
	Minority	62.1%	59.2%	65.2%	70.0%	70.0%
	Indeterminate	46.4%	48.6%	52.0%	63.2%	65.8%
Total		51.3%	52.1%	56.7%	62.8%	67.1%

The HCC Work Force

The strategic value of diversity among the students, faculty, and local community, is recognized as the College strives to be a leader and catalyst for diverse social, ethnic, and educational experiences. HCC’s mission statement makes specific reference to this principle, which is included throughout the College’s strategic plans. In the 2018 Strategic Plan, improving diversity among employees is a targeted area for improvement (Goal 6.1). Faculty and administrative position vacancies are typically advertised through minority resources such as Minority Resources Edition of Equal Employment and Civil Rights Journal, and National Minority Update. Additionally, the HR Recruitment Specialist attends job and career fairs that typically attract large numbers of minorities at locations such as Bowie State University, Morgan State University, Coppin State University and Fort Detrick, Maryland.

The College is benefiting from the aforementioned recruitment efforts to increase diversity in hiring faculty to provide role models for the increasingly diverse student population. According to the fall 2015 EDS report, 9.4 percent of all full-time employees identified themselves as a minority. Of full-time faculty, there were five minorities (6.2 percent), which has been consistent over the last three years. Of all non-faculty regular employees in fall 2015, 22 or 7.6 percent were minorities, a percentage that has remained relatively flat over the last five years.

The challenge to recruit full-time faculty and administrators of color to provide positive role models and to help create a culturally diverse environment is an institutional priority. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas.

Along with employee recruitment, the HR Office is responsible for new hire orientation and employee training and professional development; and legal compliance with all federal, state and local regulations. One aspect of training for all employees focuses on prevention of discrimination and harassment via completion of an electronic module for annual recertification.

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.

In the event that a hate crime occurs on campus, Campus Police will investigate all reported incidents occurring within their jurisdiction. All reported information will be treated as confidential and security over all police reports and files will be maintained. The Campus Police will assist victims of crimes occurring in other jurisdictions to the limit allowed by law.

Progress Report on the *Plan for a Program of Cultural Diversity*
Submitted to the Maryland Higher Education Commission
HARFORD COMMUNITY COLLEGE
July 20, 2016

The Harford Community College Board of Trustees approved the *2015-2017 Harford Community College Plan for a Program of Cultural Diversity* at its meeting on August 11, 2015. This progress report is submitted as required by Education Article, §11–406.

A Summary of the Institution’s Plan to Increase Cultural Diversity

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 *2015-2017 Cultural Diversity Plan* grew from previous Plans for Cultural Diversity and current demographics, and it aligned its two goals and initiatives to address the diversity specific objectives of the College’s Strategic Plan. A campus-wide Cultural Diversity Committee began in fall 2012 and continues its work to further the campus’s diversity efforts.

The Committee developed three strategies to address the first goal: ***Eradicate attainment gaps based on income, race, gender and ethnicity*** (Strategy 1 of the Strategic Plan):

Strategy 1: Maintain “My College Success Network” and Soar to Success services, established July 1, 2015. The target groups for this strategy are African American and Black students, with a goal of obtaining retention, graduation and transfer rates equal to those of Caucasian students. Both strategies have been maintained over the past year and a summary is provided later in this document.

Strategy 2: Implement best practices to retain students of color and women in STEM, computing, and other technical fields. The target groups are African American, Black, Hispanic, Latino, and/or female students. Success will be measured by the enrollment and retention rates of students of color and women that match Caucasian and male students. Some best practices in teaching and learning have been implemented over the past year through the FYE (First Year Experience) Across the STEM curriculum and through active learning strategies in mathematics courses. The impact of the implementation of the strategies on student retention will be analyzed when 2015-2016 data is published in the early fall. Additionally, over the past academic year, the STEM Division developed a model called HISTEM (High Impact Student Engagement Model), designed to retain at-risk and underrepresented students in STEM fields. The College has applied for an NSF grant to fully implement the program.

Strategy 3: Embed diversity in the curriculum. The target groups are all students and the measures are development and assessments of specific general education and program goals. One general education goal is to *apply knowledge and skills necessary to be informed global citizens in a diverse and changing intercultural world*. The College offers courses with a Diversity designation and all students are required to complete one of these courses in order to graduate. Humanities general education courses (GH) and the College’s current Diversity designated courses address the general education goal. In 2015, it was proposed that diversity-designated courses be eliminated and that each academic program develop a goal related to diversity. The Chief Academic Officer (CAO) requested that assessments and a plan for the attainment of this goal be developed before diversity courses are eliminated, which will be examined in 2016-2017. A subcommittee of the Cultural Diversity Committee was created to look at embedding diversity in the curriculum. A summary of their work follows in this report. To date, diversity awareness

has been built into the Teacher Education program through a partnership between the College and Presbyterian Teachers College-Rubate in Kenya. There is a formalized Memorandum of Understanding between the two institutions and faculty exchanges between PTC-Rubate and the College have enhanced the partnership.

The Committee developed two strategies to address the second Cultural Diversity Plan goal: **Recruit and retain highly qualified, diverse employees** (Strategy 2 of the Strategic Plan):

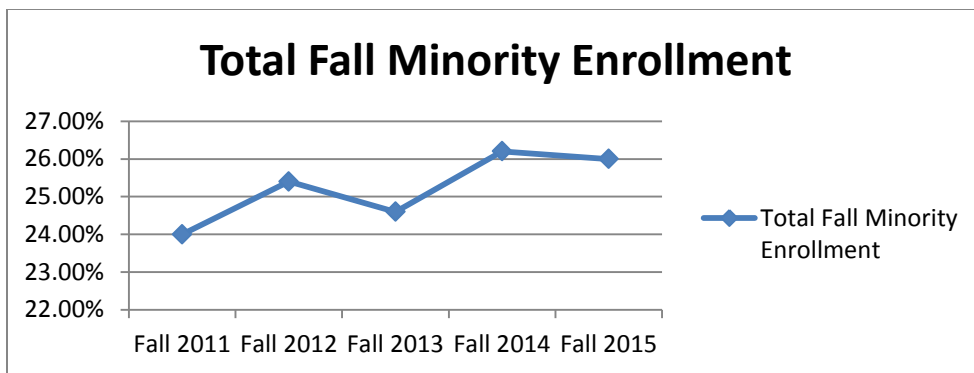
Strategy 1: Develop a plan for ongoing diversity training opportunities for employees. The target group is newly hired College employees; the development and implementation of diversity modules will be used to measure success. The College currently speaks to the importance of diversity in new hire orientation and also requires staff to complete bi-annual harassment training, including a review of the College’s policies prohibiting harassment based on all protected classes. In FY17 the College intends to expand on this training to include the development of an online training module specific to Diversity Awareness, to be completed by all new hires within the first thirty days of employment and by all employees annually.

Strategy 2: Support the achievement of the goals of the Affirmative Action Plan. When the percentage of minorities or females employed in a particular group is less than what would reasonably be expected given the availability of women and minorities in the geographic area, a goal is established. The FY15 AAP identified two categories of employment where the availability of minorities varied significantly from the employment percentage. These areas include Senior Level Officials/Managers as well as credit and non-credit instructors.

Efforts to Increase Representation of Underrepresented Students, Staff and Faculty

Initiatives to Recruit and Retain Students, Enrollment 2015-2016

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

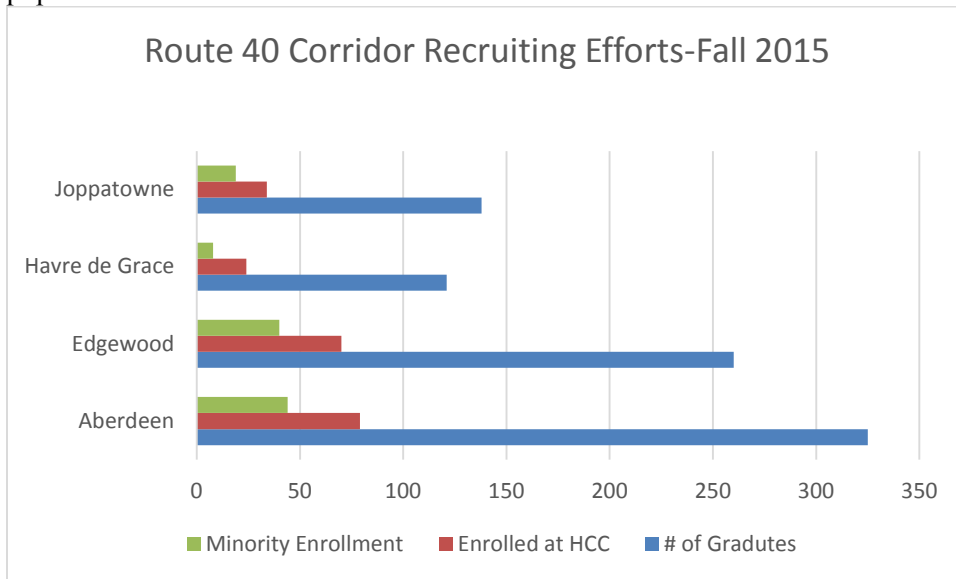


*Data: HCC Institutional Research Office: Official Fall Enrollment Data

Although the college experienced a drop in overall enrollment beginning in the fall of 2014, the number of underrepresented student populations as a percentage of total enrollment has continued to increase since the fall of 2011 (despite a slight dip between Fall 2012- Fall 2013). In the Fall of 2015, minority enrollment represented 26% of total enrollment.

When looking at new first-time student enrollment from HCPS, in the Fall of 2015, the College enrolled 33.8% of that years’ HCPS graduating class. 25% of those were minority students. The College’s Admissions Office has dedicated recruitment efforts to the Route 40 corridor high schools, which have

the highest underrepresented populations in the county. For the Fall of 2015 the African American population recruited from the Route 40 corridor schools was as follows:



*Data: HCC Institutional Research Office: Official HCPS High School Enrollment Data

The College’s Admission’s Office Recruitment Plan will continue to focus on increasing the educational opportunities to students within the Route 40 Corridor schools. These include a dedicated recruiter, regular on-site cafeteria visits, as well as scheduled admissions application days, placement test days and iPlan days.

Harford County Public School Outreach

In addition to regular high school recruiting visits and iPlans (planning sessions that orient students to College services, resources, scheduling and course planning), the College has specialized programming and outreach to targeted prospective student populations. During the 2015/2016 academic year the admissions office sponsored the following programs targeted at specific populations within the HCPS:

1. Admissions co-sponsored a program with Athletics that invited middle school students from around the county to an event aimed at exposing these students to the concept of the college search process, learning in a college environment, and how to access college services. They heard a first- hand account of College life from one of HCC’s student athletes. Educational facilitators and students found the program to be worthwhile.
2. The Admissions office will also host community members from LASOS (Linking All So Others Succeed), a Harford County Nonprofit whose vision is to provide resources needed by non English speaking residents to support integration into American society. This partnership allows for admissions to showcase opportunities at the college for these members and their families. They are introduced to options for higher education, given a campus tour, and learn about all other College resources.
3. During their high school visits, the admissions specialists in their high school visits also explain and promote opportunities through the Maryland Dream Act for prospective students who may qualify. This addition publicly promoted the mission of the College to grant admission to students regardless of citizenship. Maryland Senate Bill 167 (known as the Maryland 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.

SEM Initiative

In January of 2015 the College implemented its Strategic Enrollment Management Plan (SEM) with three overarching goals and thirty-one objectives leading to stabilization in current student enrollment and an increase in new student enrollment at the College by fall of 2018. As all major enrollment categories have decreased since the fall of 2013, the SEM Plan did not focus on any one particular category of students; rather it looked at student enrollment as a whole.

Financial Aid Office Outreach

The Financial Aid Office (FAO) offers outreach programs to recruit students. It hosts the *You Can Afford College* event in which students, their families, and community members receive information and one-on-one assistance to complete the FAFSA. The event drew 142 attendees in February 2016. 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 this year was 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 Palmas McGowan Memorial Scholarship was established in 2013. Students who participate in the Soar2Success and My College Success Network Programs are eligible to apply for the \$1000 award. This year, three students received awards totaling \$1550.

Percentages of students receiving need based Pell Grants:

Year	Pell Grant Recipients				Percentage of Total		
	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%
2013-2014	1378	913	22	2314	59.58%	39.47%	0.95%
2014-2015	1325	943	12	2281	58.13%	41.43%	0.53%

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 awards were made to 39% non-white awardees compared with the number of overall Pell Grant recipients. For FY 2014, non-white student headcount was 25% of overall credit student enrollment, while awards again went to 39% of non-white awardees compared with the number of all students awarded Pell Grants. This is evidence of higher financial need among non-white students.

Student Success Rates

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 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 4 years of initial enrollment:

	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
Percentage of ALL Students Who Graduated, Transferred, or Persisted	78%	77%	80%	77%

Successful-Persistor Rate After Four Years of Enrollment for African American Students:

63% of African American students continued to succeed and persist after 4 years of initial enrollment:

	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
Percentage of African American Students Who Graduated, Transferred, or Persisted	63%	65%	65%	63%

Graduation-Transfer Rate After Four Years of Enrollment for ALL students:

57% of all students graduated and/or transferred after four years of initial enrollment.

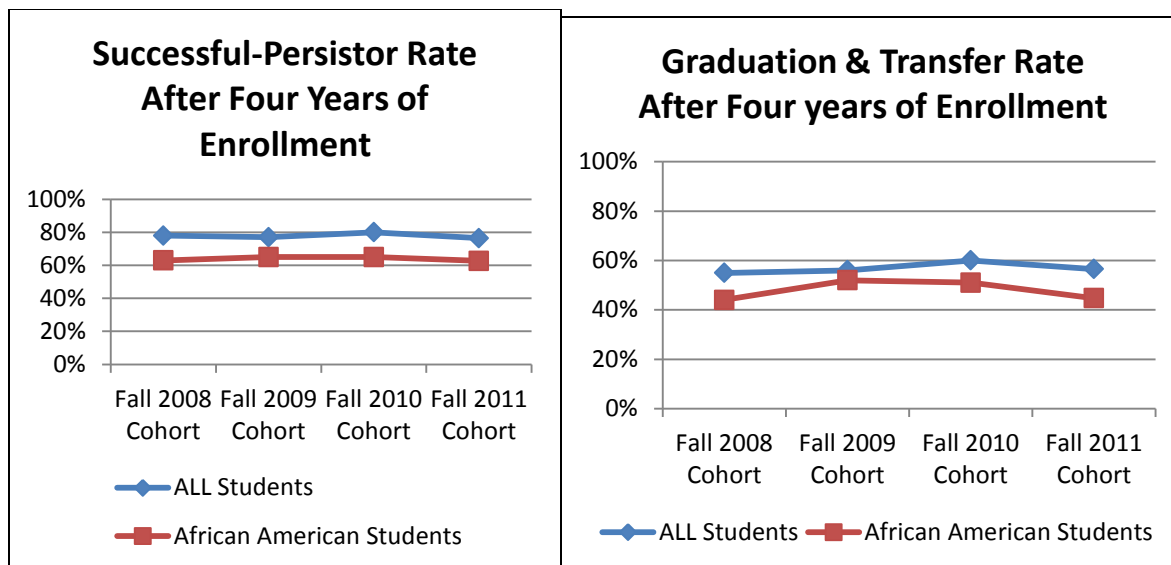
	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
Percentage of ALL Students Who Graduated and/or Transferred	55%	56%	60%	57%

Graduation-Transfer Rate After Four Years of Enrollment for African American Students:

45% of African American students graduated and/or transferred after 4 years of their initial enrollment.

	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
Percentage of African American Students Who Graduated and/or Transferred	44%	52%	51%	45%

These data indicate there are still opportunities to improve student success, persistence, graduation, and transfer rates of African American students.



Some of the initiatives in place to address the attainment gap between Caucasian and African American students include the following:

My College Success Network (MCSN) is a network of services, events, staff, and faculty geared toward empowering and supporting African American students. The MCSN was implemented in July 2014 to address the attainment gap that exists between African American and Caucasian students. While the program is open to all students, newly enrolled African American students are invited to participate. All newly enrolled African American students enrolled from 2014 through spring 2016 were assigned to one of three full-time Student Success Advisors. The Advisor provides academic, career, and transfer planning services to students in all majors, which provides continuity and guidance throughout a student’s time at HCC. Students within the network who require 0-3 transitional courses or are low income or first generation students are invited to participate in academic coaching, an additional layer of support. Two full-time Academic Success Coaches meet bi-weekly with selected students to establish student success plans, monitor academic progress, and provide cognitive and non-cognitive strategies for success. Academic coaching is offered in the form of a class, HD 110 – *Success in College and Beyond*.

Program participation and outcome results continue to indicate that the MCSN program is beneficial to students. One hundred forty four students were invited to participate in fall 2015. Eighty four percent (121) students participated in the program and were retained for spring 2016 at a rate of 86%, exceeding the fall to spring retention goal of 70%. Sixty-eight of the 121 students were selected to participate in academic coaching. The students who received academic coaching were retained for spring 2016 at a rate of 90% and 88% of them received an A, B, or C grade in HD 110. Further, MCSN students who participated in academic coaching performed better than non-participants (GPA of 2.14 compared to 1.99 for non-participants). Since the MCSN program began in fall 2014, 455 students have participated and 204 of those students have participated in the academic coaching component of the program. During FY 2016, intrusive, supportive academic advising was provided to 80% of the students selected to participate in the My College Success Network, an increase from 70% in FY 2015.

iPrep Week is a week-long academic review program. Students 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 may re-take the placement test with the hope of placing into a higher level course and accelerating their progression at the College. In 2015, the

College hosted 43 students for iPrep; 82% (35) tested into a higher level transitional or college level course at the conclusion of the week.

An ESL Lab was created, in coordination with Continuing Education and Training (CET) to provide academic support to both credit and continuing education students.

The Soar2Success 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. The program has three main goals: to help students to become engaged in their academic success, to help students to develop their leadership skills, and to help students to expand their world view. This program also coordinates co-curricular events and campus-wide cultural programming and collaborates with academic affairs to promote culturally relevant instruction. The specific events hosted during 2015-2016 will be highlighted later in this report.

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 2015, 9.9% of the full-time faculty were members of minority populations.

	2010	2011	2012	2013	2014	2015
Percent of Minorities of the Full-Time Faculty	7.3%	7.1%	8.7%	6.7%	8.9%	9.9%

Percent of Minorities of the Full-Time Administrative and Professional Staff

In 2015, 15.6% of the full-time administrative and professional staff were members of minority populations:

	2010	2011	2012	2013	2014	2015
Percent of Minorities of the Full-Time Administrative and Professional Staff	16.3%	17.4%	16.4%	14.3%	15%	15.6%

The College's goal is to increase the percentage of minority candidates by 5% per year until 2020, with a final goal of 12.6% for FT Faculty and 20% for Administrators and Professional Staff. Some of the initiatives in place include the following:

Human Resources continues to use targeted advertising both for under-represented groups and field-specific searches. Recently sixteen faculty, administrator and professional level job searches were advertised in the publication *Diverse Issues in Higher Ed*. The College also advertises vacancies on the following websites: *DiverseEducation.com*, *Journal of Blacks in Higher Education*, *The Chronicle's Diversity Edition*, and *Insight into Diversity*. Furthermore, the College recently purchased a contract with *localjobnetwork.com*, which distributes our postings to a wide variety of local minority, women's and veteran's organizations. Human Resources works closely with search committee chairs to ensure a diverse pool of candidates and finalist 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 increased over the past five years from 6% in FY12 to 11% in FY16. Also in FY 2016, 75% of promotions were awarded to women candidates.

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.

The Human Resources office continues to review the applicants selected by the search committee for interviews and makes recommendations to expand gender, age, and ethnic diversity when appropriate. Additionally, Search Committee Chair training is offered to all supervisors twice per year. This training includes encouragement to include a diverse group of individuals to serve on search committees and to identify candidates who demonstrate a commitment to inclusion and educational equity.

Deliberate recruitment efforts are used to hire a diverse group of students to work on campus as Orientation Leaders, Peer Leaders, and Student Assistants. 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

Cultural Diversity Committee

The Cultural Diversity Committee reorganized itself in 2016 and created several subcommittees to advance the goals related to the Cultural Diversity Plan.

The **Communications Subcommittee** works on streamlining and enhancing communications among various constituencies on campus. For example, it recently recommended that cultural events on campus be scheduled during already existing class meeting times, such as 11:20-12:15, rather than 11-12pm, so that faculty members can invite their classes to attend and that students feel more comfortable participating without worrying that they will miss later classes. The Communications Subcommittee is also working on ways to maximize marketing of various events, and it is investigating the various platforms upon which events should be advertised; this is essential because it has become apparent that students, faculty, and staff seem to get their information about campus events from different sources. It is also working on conducting cross-programming on campus to reach out to various constituencies. The Communications Committee has also suggested future work regarding the Black Lives Matter movement in Harford County and promote conversations between students and law enforcement, perhaps by inviting members of the Harford County Sheriff's Office to attend a panel discussion to share concerns about the civil rights of young African Americans.

The task of the members of the "**Think Tank**" Subcommittee is to maintain awareness of the changing diversity landscape and report back to the larger committee the new developments in the national conversation. In this way, the larger committee will always know what issues it needs to organize around and enable it to conduct its work with a broader vision. The Think Tank met shortly after its formation in the spring of 2016 and recommended the following issues for future work: Islamophobia, transgender rights, LGBTQ issues, religious rights (i.e., are people of faith being silenced?) and the Black Lives Matter movement. The Think Tank will collect information about these issues in the form of newspaper articles and scholarly reports, as well as investigate the ways in which other college campuses are addressing these issues; the subcommittee will then work with the larger committee in the 2016-2017 academic year to plan around these developing issues.

The **Professional Development Subcommittee**, working with the College's newly developed Center for Excellence in Teaching and Learning and the Office of Global Education and Engagement, hosted a workshop titled "Cultural Variations in Your Classroom: A Best Practices Workshop." Nearly 40 faculty and staff attended the event, which included a discussion of case studies, best practices for creating a more dynamic and productive learning environment for all students, and a panel discussion with four students from culturally unique backgrounds. The subcommittee also developed some programming for the 2016-17 year.

The **Curriculum Subcommittee** explored ways to embed cultural diversity into the curriculum and considered ways to increase the diversity of STEM majors, in alignment with a key strategy of the Cultural Diversity Plan. This committee developed an initiative to be launched in 2016-2017 of having a College-wide cultural focus area, around which activities would be developed both in and outside of the classroom. Cuba will be the focus, and the initiative launches in August 2016 during the annual faculty luncheon. Faculty will be encouraged to include assignments and activities in their courses related to Cuba in the upcoming year. As described earlier, efforts related to increasing STEM retention were also implemented via FYE Across the Curriculum, the development of the HlSTEM model, the application for the NSF grant, and the active learning strategies in math courses.

Co-Curricular Programming

Through the efforts of the Library, Hays-Heighe House, the Office of Global Education and Engagement, and Office of Student Activities, the College has robust co-curricular programming for students and cultural diversity awareness programs for employees and community members.

HCC Library and Hays-Heighe House

The HCC Library and the historic 1808 Hays-Heighe House at Harford Community College 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. Relevant exhibits, displays and programs during FY16 include the following:

- The interpretive exhibit at the Hays-Heighe House from mid-November through the end of June was titled *Voices of Change: Social Protest through the Arts & Humanities*. The entire exhibit focused on issues pertaining to social justice. Two of the sub-themes were especially focused on cultural diversity.
- Many of the educational programs that accompanied the *Voices of Change* exhibit also had a culturally diverse aspect, including the following:
 - Lecture & discussion: Moving Pictures: Social Protest and the American Visual Culture
 - Lecture & discussion: "Je Suis Né dans la Rue:" Social and Political Protest in a Global Context
 - Poetry jam: Waging Peace, Working for Justice
 - Lecture & discussion: From "Lift Ev'ry Voice and Sing" to "Compared to What?"
 - Concert featuring texts from the African-American canon and original music composed by Benny Russell: Sing Me a Dream: Music & Protest
 - Lecture & discussion: "The Times They Were a-Changin'": Popular Music and Social Protest, 1963-1973
 - Lecture & discussion: The Harlem Renaissance
 - Lecture & discussion: From Debutante to Activist for Peace and Social Justice: The Life of Adelaide N. Noyes of Harford County, Maryland
- While the *Voices of Change* exhibit was still in place, the Hays-Heighe House also hosted a traveling exhibit titled *Changing America: The Emancipation Proclamation, 1863 and the March*

- on *Washington, 1963*. This exhibit was in place from Feb. 17, 2016 through Mar. 25, 2016. The exhibit and all of the programming pertained to the long march for civil rights for African Americans in the U.S. These were the programs:
- Living History Presentation of Dr. Martin Luther King, Jr.
 - Film screening & discussion: *Freedom Riders*
 - Lecture & discussion: Opposite Sides of the Spectrum: Martin Luther King, Jr. and Malcolm X
 - Panel discussion: We Lived Through It: Gaining Civil Rights in Harford County Film screening & discussion: *The Loving Story: Love in a Time of Jim Crow*
 - Lecture & discussion: Civil Rights in Harford County
 - Film screening & discussion: *Slavery By Another Name*
- The HCC Library also organized several educational programs during FY16, which had a culturally diverse focus. These included:
 - A Constitution Day Lecture that focused on freedom of speech: The Art of Controversy: The Enduring Power of Political Cartoons – by Victor Navasky
 - A Living History Interpretation of Frida Kahlo
 - A Dia de muertos celebration held in the Library and in the Hays-Heighe House An African-American Readathon
 - A reading by D. Watkins of excerpts from his book, *The Beast Side: Living and Dying While Black in America*
 - Many of the HCC Library's display cases on the main floor of the library featured culturally diverse topics over the course of the year, including Cartooning, U.S. Constitution, Freedom of Speech, Banned Book Week, Martin Luther King, Jr., Irish Americans.
 - The Library ensures that its collections (print, non-print, and digital) include many resources relevant to cultural diversity
 - The Library appointed an internal committee, the Library Committee on Diversity and Inclusion, which was asked to study the questions related to creating a more welcoming environment for diverse student and faculty/staff population and other library users. **Faculty and Staff Training**
 - The Safe Zone Committee focused on education as a way to improve the campus climate for LGBTQ+ students and faculty/staff. To that end, committee members presented basic sensitivity training to over ten departments and five new employee orientations, resulting in over 200 employees receiving training. Committee members also offered advanced ally workshops for employees who are interested in furthering their commitment to the LGBTQ+ community.
 - In addition, the College:
 - Participated in the Community of Practice for Primarily Black Institutions and Equity Minded Affiliates sponsored by the U.S. Department of Education
 - Completed the *Community College Student Success Inventory* to assess HCC's efforts in supporting students of color across the campus.
 - Hosted Washington Regional Task Force Against Campus Prejudice (WRTF) on March 14. Event speaker was Dee Watkins, author of the *Beast Side: Living and Dying* in Baltimore.
 - Hosted a staff and faculty screening/discussion of *The New Black*, a documentary about how the African-American community is grappling with the gay rights issue. The film is directed by Yoruba Richen.
 - Presented a workshop on disability case law and instructor responsibilities to faculty to enhance the delivery of disability accommodations and, in turn, educational content to students with disabilities

- Included a presentation at faculty Professional Development and Note taker Training on My College Success Network update.
- Presented to MCSN faculty and staff on program outcomes and satisfactory academic progress as it relates to student attendance and financial aid eligibility.
- Presented, “Addressing the Attainment Gap through Academic Coaching” to College Reading and Learning Association members at the regional conference.

Office of Student Activities Programs and Events

The Soar2Success program hosted “iCanSucceed” in September 2015. This year, approximately 90 students attended the program, which is designed to introduce African American students to staff and services available to them. Students rated the program at 4.85/5.00 on preparation for academic success and 4.95/5.00 on preparation for life in a multicultural society. Students also attended the annual Black Male Summit conference at the University of Akron in Ohio and Black, Brown and College Bound in Tampa, FL.

Additionally, the Soar2Success program and the Harford County Commission for Women hosted a screening and discussion of *Miss Representation*. Panelists included students and representatives from Sexual Assault Spouse Abuse Resource Center and Bel Air based advertising firm “A Bright Idea.” The Soar2Success program also launched “Con Mucho Sabor,” a bi-weekly discussion group about issues of importance to the Hispanic community on campus (but open to all). Discussions were predominately spoken in Spanish with English translation.

Furthermore, a workshop was offered at the Transitioning Youth 2016 EXPO to assist students and parents on navigating the college experience for students with disabilities. The Office of Student Activities sponsored several cultural and diversity related events such as: 1001 Black Inventions, Kevin Powell, “A Tiny Ripple of Hope – Your Activism Makes a Difference,” Tamara McMillan, “How Diverse Are You?”, trips to Blacks in Wax, Reginald Lewis Museum, and American Indian Museum, Coming Out Day Luncheon, and International Education Week (a screening and discussion of “The Danger of a Single Story” by Chimamanda Ngozi Adichie).

Special Cultural Events and Performances

The College presents special events and performances by nationally known artists as well as shows and exhibitions by local artists, students, and faculty members. In FY16, the College presented The Young Irishmen — eight talented Irish artists and a live band who performed an eclectic mix of traditional Irish, Celtic, folk, and world music. Fly Dance Company, an all-male Hispanic and African American dance company, offered the unique cultural experience of high-energy pieces that combined styles and cultures to reflect contemporary Americana. In conjunction with the performance, the dancers offered a free, pre-show workshop/Meet the Artists event for HCC students.

Office of Global Education and Engagement (GEE)

- The college has been celebrating International Education Week (IEW) each November for the past decade with activities that include a mixed schedule of events targeted to students, employees and Harford County residents.
- The Coordinator for GEE is an active member of the Sister City committee in the Town of Bel Air. In the spring, a six-hour non-credit course was provided, Where East Meets West – Bel Air’s Sister City of Narva to introduce Harford County residents to Estonian history, culture, food, politics, and more, with a sharp focus on how the sister city partnership between Bel Air and Narva is progressing.

- The Coordinator for GEE is an active member of the Maryland Community Colleges International Education Consortium (MCCIEC), which coordinates resources to provide short-term travel/study opportunities for all Maryland community college students.
- GEE helps faculty design, promote and deliver short-term travel/study courses. The most successful ongoing program is a two-week experience in Belize embedded as an option in the Nursing Practicum. In the 2015-16 academic year, six students took advantage of this opportunity.

Other Initiatives Supporting the Cultural Diversity Plan

The College complies with the U.S. Department of Justice Civil Rights Division Dear Colleague Letter on Transgender Students issued in May 2016 to create and sustain an inclusive, supportive, safe, and nondiscriminatory communities for all students. Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations prohibit sex discrimination in educational programs and activities operated by recipients of Federal financial assistance. This prohibition encompasses discrimination based on a student's gender identity, including discrimination based on a student's transgender status. The College allows transgender students access to facilities consistent with their gender identity. The College is working to expand individual-user options for all students, employees and visitors who voluntarily seek additional privacy.

In 2015-2016, Academic Affairs continued to pursue its goal to address the achievement gap. The Academic Affairs Strategic Plan includes a focus on eradicating the attainment gap based on income, race, gender, and ethnicity and developing programs to increase student success and promote goal completion. The plan instructed each academic division to formulate for itself at least one goal addressing the African American achievement gap. Similarly, the plan asked all faculty to incorporate in their yearly goals at least one that addressed the achievement gap of African Americans. Faculty professional development days in August and January included "Enhancing Students' Capacity for Success"; "Interdisciplinary Learning Communities"; "Developing Strategic Global Partnerships to Engage Students"; "Strengthening partnership between faculty and the Student Engagement, Retention, and Completion Committee"; "How the Learning Sciences Inform Pedagogy"; "Embedding a Global Component in the Coursework"; "Who are HCC Students?"; "The People's (with Disabilities) Court: Case Law and Accommodations." Faculty also made a deliberate effort to have more intrusive outreach and conferencing with African American students. E-Learning staff engaged in research regarding success of minority students in online courses and are developing plans to implement some success measures in the upcoming year.

The College sponsored other co-curricular activities to support women, adult students, and create a welcoming environment for all students, such as revised PowerUp! Orientation (recent high school graduates) and Adult Orientation programs, with specific focus on insuring that students felt welcomed to the College and prepared for its academic demands. Sessions were offered to various sub-groups of students to connect with others like them (e.g., Men of Color, LGBTQ, Homeschooled, First Generation, and Athletes).

Appendix A

Campus Process for Reporting of Hate-Based Crimes STANDARD OPERATING PROCEDURE

Hate Crime Investigations *for Racial, Religious, Ethnic, Gender, Sexual Orientation, and Disability-Related Incidences*

Updated July 8, 2016

I. Policy

It is the policy of the Department of Public Safety to promptly and fully investigate all reported incidents of hate crimes that occur on property owned or controlled by Harford Community College. Recognizing the potential trauma associated with hate crimes, members of the Department of Public Safety will take special care to assist the victims.

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 crime for which evidence exists that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability.¹

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

In order to complete a thorough investigation into an alleged hate crime while remaining sensitive to the needs of the victim, the following procedures will be followed by members of Public Safety staff.

- 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 to preserve the crime scene and all available evidence.
- C. Contact the Director 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.
- F. Gather all available pertinent information and witness statements.
- G. Follow all applicable directives from the Director of Public Safety.

¹ 34 CFR 668.46 (c)(3)

- H. Prepare a complete, clear, concise, and accurate report and ensure that it is forwarded to Director of Public Safety as soon as practically possible.
- I. Post-Incident: Conduct a follow-up inquiry as appropriate and prepare a supplement report containing any additional facts.
- J. The Director of Public Safety will ensure that copies of reports are promptly forwarded to appropriate members of administration to include AVP for Student Development, and VP of Finance and Operations.

The director of Public Safety will work in concert with college administration, the investigating police agency, and the State's Attorney's Office to facilitate the prosecution of all criminal suspects related to the hate crime.

Howard Community College
Cultural Diversity Plan Report

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.

Diversity Committee

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.

Summary of the Institution's Plan to Improve Cultural Diversity
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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.

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. The following are some outcomes:

- An orientation for new Diversity Committee members was provided to help them understand the goals and responsibilities of the committee;
- Increased training for the Diversity Committee members and college community was offered including featured training on: Underrepresented Minorities in Agriculture/STEM Research Programs; Refresher on Search Committees; Microaggressions in the Workplace; Working with At-Risk/At-Promise Students and Programs; and Working with Minority Students; and,
- Statewide Diversity Roundtable meetings have provided a strong platform for networking, as well as learning about other diversity programs.

While the HCC diversity plan is already very comprehensive, and is enhanced each year, there are some additional improvements that can be explored. The following are recommendations for improving HCC’s Diversity Plan by May 1, 2017:

- 1) Explore changes to the committee’s composition to include key student leaders, appointed faculty representatives from each academic division, and staff representing key areas impacted by the work of the Diversity Committee.
- 2) Increase the offerings of future diversity trainings and workshops. Suggested topics for future expansion include: issues of privilege and oppression; use of language and microaggressions; mental health; lesbian, gay, bisexual, transgender, questioning, intersex, and asexuality; immigration/international education; multicultural counseling; cross-cultural understanding; and coaching for diverse groups of people.

- 3) Coordinate more diversity events/programs in conjunction with the Hispanic Student Success Committee, the Women of Color Initiative, and student clubs to increase the scope and variety of programs.
- 4) Increase online diversity trainings and programs to expand diversity training opportunities to a larger group of the college community.
- 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.
- 6) Continue supporting the office of student life and counseling and career services on “Food for Thought,” a monthly discussion series on diversity related topics for the campus community.
- 7) Advocate to appropriate offices for the need to increase students’ exposure to historically black and minority serving institutions.
- 8) Expand opportunities for faculty/staff discussions on diversity related topics, including sponsoring faculty-led reading circles on topics including: Middle-Eastern/Islamic Culture, Immigration, Multicultural Awareness, At-Promise students, and Privilege.
- 9) Develop a working guide with tips for cultural sensitivity, inclusive language, and positioning for social justice.

Efforts to Increase Traditionally Underrepresented Groups
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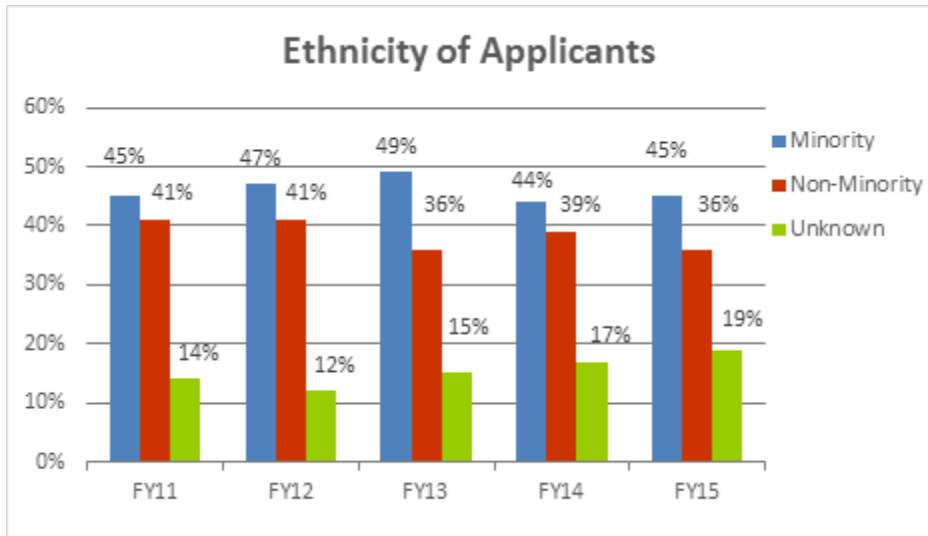
Underrepresented Groups Among Employees

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.

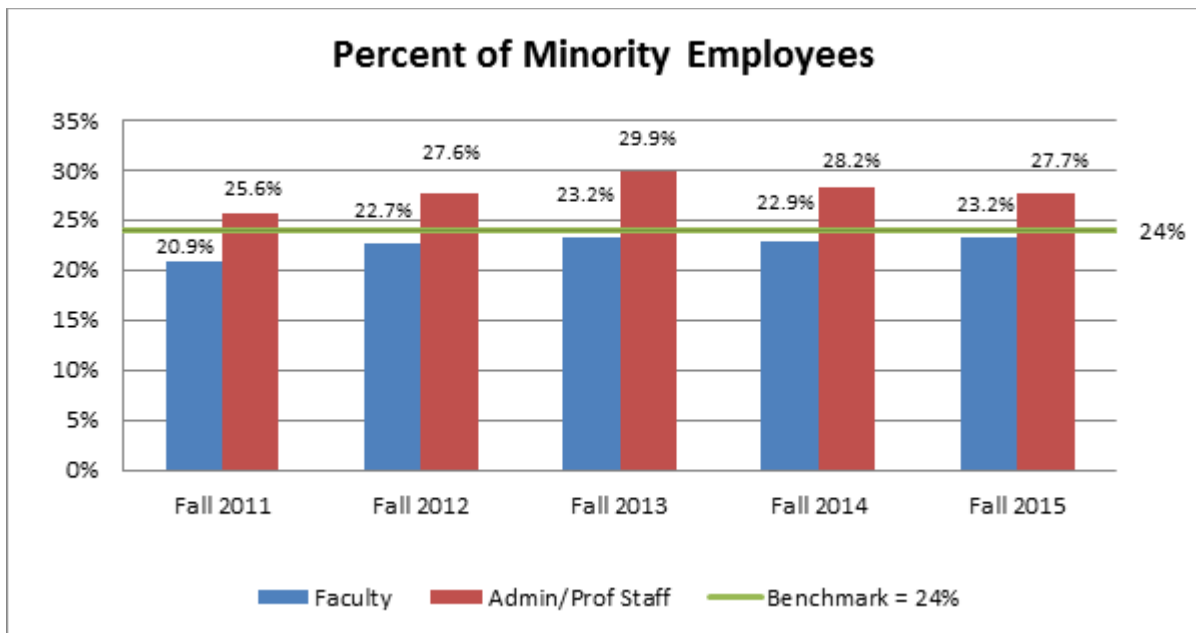
For example, human resources representatives attend a number of job fairs at local colleges with high minority populations, and advertisements are posted on websites that cater to minorities such as *Diverse Issues in Higher Education* and *Hispanics in Higher Ed*. Additionally, in each recruitment effort 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 on the next page 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 currently sits at 23.2%, matching the highest level in many years. While that does not meet our strategic goal, we are pleased with our progress of the past four years overall.

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 27.7 percent. This percentage has fallen slightly from the previous year, but still exceeds our strategic goal.



Underrepresented Groups Among Students

The student body at HCC is diverse. For fall 2015:

RACIAL/ETHNIC GROUP	n	%
American Indian/Alaskan Native	24	0.2%
Asian	1303	13%
Black/African American	2872	29%
Hispanic/Latino (of any race)	1079	11%
Native Hawaiian/Other Pacific Islander	28	0.3%
White	3916	39%
2 or More Races	440	4%
Unknown	273	3%

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 2013 to Fall 2015: first-time SCCP students: 74.1 percent
(n = 23/31)

Fall 2013 to Fall 2015: all SCCP students: 63.0 percent (n = 53/84)
Exceeded benchmark of 30.7 percent

Three Years After Entry

Fall 2012 to Fall 2015: first-time SCCP students: 21.7 percent
(n = 5/23)

Fall 2012 to Fall 2015 all SCCP students: 16.0 percent (n = 13/81)
Exceeded benchmark of 15.6 percent.

Fall to Spring Retention

Fall 2015 to Spring 2016: first-time SCCP students: 96.2 percent
(n = 26/27)

Fall 2015 to Spring 2016: all SCCP students: 86.3 percent
(n = 57/66)

Exceeded benchmark of 70.3 percent

Graduation and Transfer Rate = 35.4 percent
Craft Class 14 Entering Fall 2013 (n=11/31)
Exceeded benchmark of 30.2 percent)

Note: Retention percentages do not include student who transferred or graduated within the two-three year periods indicated.

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 to 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 academic year 2015-16, Howard PRIDE served 106 students.

Performance metrics include:

Retention Rate Benchmark: 80 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.

- 84 percent (98/117) retention rate for 2014-2015
- 84 percent (83/99) retention rate for 2015-2016

Academic Success Rates: 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.

- 61 percent (60/99) achieved a 2.0 or higher in fall 2015
- 51 percent (46/90) achieved a 2.0 or higher in spring 2016

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.

- 75 percent (15/20) success rate for fall 2015
- 69 percent (11/16) success rate for spring 2016

3. In spring 2015 a new program called **Ambiciones** was launched to support the success of Hispanic and Latino students on campus. Ambiciones provides academic and personal support to Hispanic/Latino students on campus by creating a supportive

community, and providing referrals to useful resources and assistance in key areas such as: academic advising and tutoring, mentoring and coaching, financial aid, scholarship, and work study opportunities, career counseling and internships, personal counseling, networking with other Hispanic/Latino students and organizations on campus, educational and recreational activities, and workshops.

Ambiciones aims to ease the transition from high school to college for first generation students by working with students and their families to guide them through the application and enrollment process. Additionally, with a growing number of undocumented students enrolling in college under the Dream Act and the Deferred Action for Childhood Arrivals Program, Ambiciones offers guidance for students and their families through the various steps required to ensure compliance with these programs.

During the 2015-2016 academic year, Ambiciones assisted 28 students to provide assistance in the aforementioned areas. HCC plans to increase the number of students served in 2016-17 by 25 students.

<p style="text-align: center;">Efforts Designed to Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus</p>
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Cultural Training Programs

- A multitude of diversity/culture educational and awareness events are offered to employees and students throughout each year, including films, musical performances, lectures, and discussions, highlighted by an annual “Diversity Week” each spring.
- Each budgeted staff member and full-time faculty member is required to participate in at least two diversity educational sessions per year.
- All employees are required to 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.
- Recruitment efforts and personnel actions are monitored to ensure equal opportunity and non-discrimination.
- Academic options are offered 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.

- An orientation for new Diversity Committee members is provided to help them understand the goals and responsibilities of the committee.
- An increase of training for the Diversity Committee members and college community is offered, including featured training on: Underrepresented Minorities in Agriculture/STEM Research Programs; Refresher on Search Committees; Microaggressions in the Workplace; Working with At-Risk/At-Promise Students and Programs; and Working with Minority Students.
- Statewide Diversity Roundtable meetings provide a strong platform for networking, as well as learning about other diversity programs.

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.
- TRIO-Student Support Services (TRIO-SSS) is a U.S. Department of Education grant-funded academic support program that serves 225 first-generation, low-income and students with documented disabilities. The program provides one-on-one support for managing the challenges of college and prepares students to graduate and transfer from HCC. The TRIO-SSS project is funded through 2020.
- Career Links is an institutionally-funded program that serves 120 students who are displaced homemakers over the age 35, single parents (male or female), or single pregnant women who are unemployed/underemployed and committed to earning a

college degree or certificate leading to a career. The program provides counseling, support group, advising and financial literacy education for its participants.

- The Global Distinction Program is an academic enrichment program open to students in all degree programs. To earn global distinction, students must: take 15 credits of globally intense coursework (including world languages) and earn a “C” or higher; participate in a globally enriching event each semester; either study abroad or complete an internship that provides experiential global learning; and demonstrate their learning in a portfolio.
- 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.
- The Hispanic Student Success Completion program (Ambiciones) promotes Hispanic student success by recruiting Hispanic students and implementing initiatives to focus on retention of these students. The project also links Hispanic/Latino students to academic support services to ensure students’ success, retention, and completion.
- The Women of Color initiative is underway and the goal is to welcome women of color to the HCC community through a series of programs that will be of interest to them and can help with their personal and academic development.
- The HCC Safe Zone, developed through collaboration between the college’s wellness center and the counseling and career center, is a network of allies committed to providing a welcoming, supportive, and safe environment for lesbian, gay, bisexual, and transgender (LGBT) students, staff, and faculty. Comprehensive training is provided to allies who provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBT students and employees.

Campus Process for Reporting Hate-Based Crimes

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:

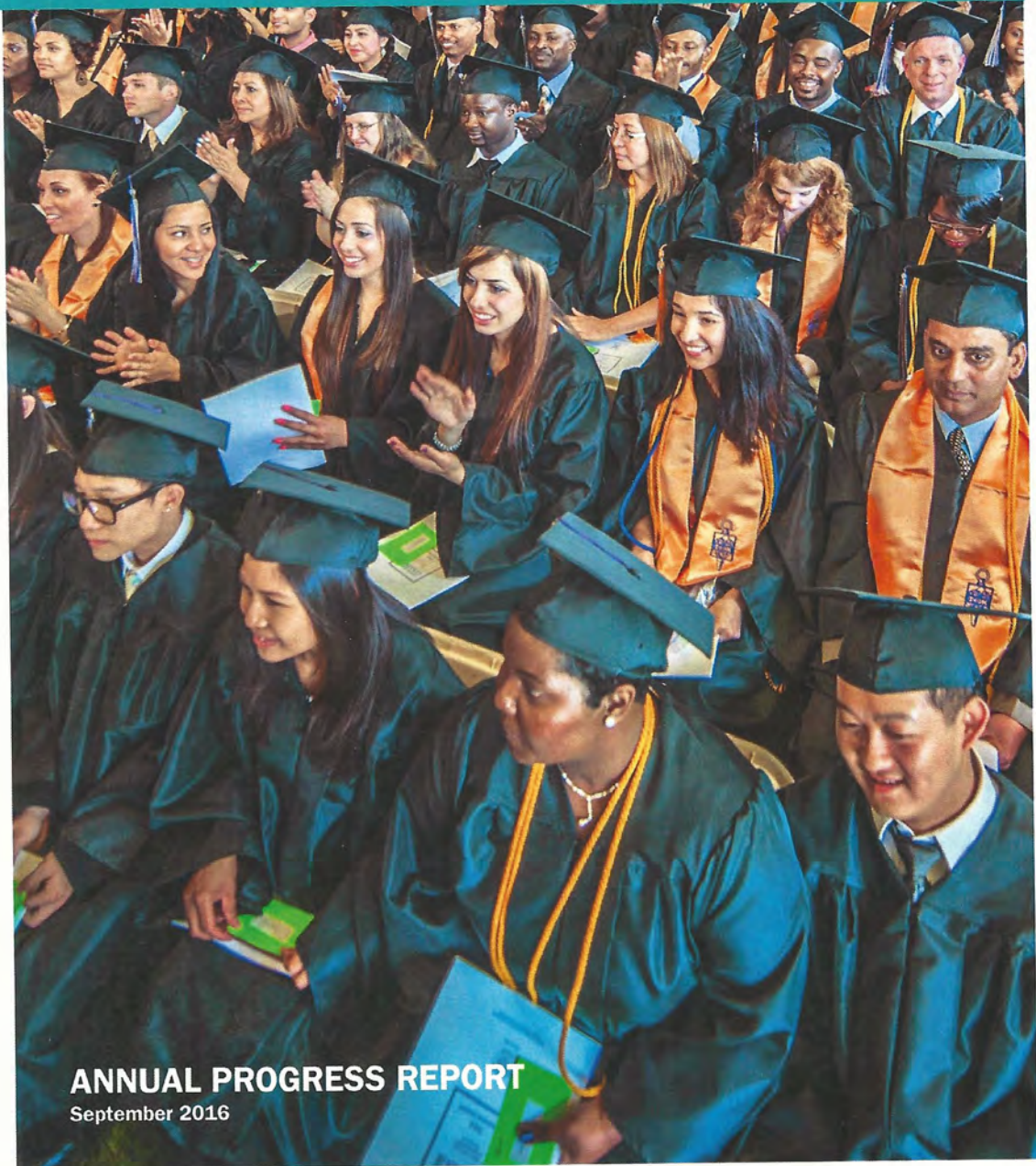
http://www.howardcc.edu/services-support/public-safety/reports-forms/documents/Annual%20Security%20Report_September%202015.pdf

There were no reported hate-based crimes on campus.



MONTGOMERY COLLEGE DIVERSITY PLAN

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence



ANNUAL PROGRESS REPORT

September 2016

MC MONTGOMERY
COLLEGE
MAKE YOUR MOVE



DeRionne P. Pollard
Dr. DeRionne P. Pollard
President

Marsha S. Smith
Ms. Marsha Suggs Smith
Chair, Board of Trustees

Introduction

As required by §11-406 of the Education Article, this document is the Montgomery College (MC) annual progress report of its programs of cultural diversity. Prepared by the Office of Human Resources and Strategic Talent Management (HRSTM), 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*. The plan is a multi-year action plan that the College is implementing over a period of seven years—fiscal years 2014 through 2020. Following Maryland Higher Education Commission (MHEC) requirements for this year, the Montgomery College annual progress report focuses on the following four areas:

1. **A summary of the institution's plan to improve cultural diversity¹ as required by Education Article §11-406.** Include all major goals, areas of emphasis, and strategy for implementation. Also provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved, and areas where continued improvement is needed.
2. **A description of efforts to increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty.** This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives. In this section, HBCUs should be sure to provide information on efforts designed to diversify the college by attracting non-Black students, administrative staff, and faculty.
3. **A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.** This section of the report should detail (1) faculty and staff cultural training programs, (2) curricular initiatives that promote cultural diversity in the classroom, and (3) co-curricular programming for students.
4. **A statement regarding the campus process for the reporting of hate-based crimes consistent with federal requirements.**

Montgomery College is committed to providing a wide array of diversity-related activities and development programs for students and employees. The College has made it a priority to identify and implement best practices, which have become institutional cornerstones for achieving diversity, inclusiveness, and institutional excellence. The intrinsic values of continuous learning, professional growth, and high performance are woven into the fabric of our institution. The College's plan for cultural diversity—*Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence* has 96 strategic action measures, and each of the strategic action measures has been achieved.

The College is continuing its momentum to assess, fully actualize, and bring to scale these action measures. Collectively, through the strategic action measures, the College's diversity related activities represent collegewide accomplishments that are indicative of: (1) providing educational and academic programs that develop cultural competence and support the success of our diverse community of students and employees; (2) providing accessible and affordable educational

¹ Education Article §11-406 defines cultural diversity as the "inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education."

opportunities for diverse communities and ensuring student success and completion; (3) promoting and supporting economic development by ensuring that rigorous and relevant regional, national, and global workplace competencies are reflected in our programs and curricula; (4) strategically fostering community relationships, outreach, civic responsibility, and intercultural understanding to enrich the life of the community; and (5) strengthening and implementing responsible equity and diversity policies and procedures, best practices, and ongoing assessment and compliance strategies. These collegewide accomplishments align with the identified goals of the College's strategic plan.

Section 1: Institution's Plan to Improve Cultural Diversity

This section of the report details cultural diversity progress and initiatives including all major goals, areas of emphasis, and strategies for implementation. Additionally, this section provides an explanation of how progress is being evaluated.

The College, through the Office of Compliance, continues to work on critical compliance-related issues in the areas of Title IX, sexual misconduct, and the Americans with Disabilities Act (ADA) of 1990. During the spring semester of 2016, Montgomery College conducted a climate survey on sexual violence to comply with MD HB 571. The results of the survey were submitted to MHEC on May 18, 2016. The survey results highlighted the experiences and perceptions of MC students regarding sexual misconduct. While the results indicated that Montgomery College students perceive the College would handle a report of sexual misconduct affirmatively, the results also demonstrated that students lack information and education about sexual misconduct. Further, the results revealed that approximately half of the respondents are unaware of where to get help on campus, what happens when there is a report of sexual misconduct, who is responsible for reporting, and where to submit a claim of sexual misconduct.

Montgomery College is committed to fostering a safe and inclusive environment for students and the entire College community by taking the following corrective actions in light of the survey results:

- Implement a mandatory online training, *Haven – Understanding Sexual Assault*, for targeted student populations during their first year. Students participating in activities such as orientation, First Year Experience, clubs, organizations, student leadership, and intramural and collegiate sports would be required to participate in the mandatory training.
- Create a coordinated, integrated response to sexual misconduct allegations through a Title IX team consisting of deputy Title IX coordinators to support the Title IX coordinator as well as establishing a core group of administrators who work together to implement intentional, consistent, and compassionate responses. The goal in designating deputy Title IX coordinators is to ensure adequate representation across MC's diverse campuses and to allow campus constituents to easily access a trusted individual within their sphere of interaction. This team will serve as a visible demonstration of MC's commitment to prevention and education. This will foster a climate that encourages reporting and offers a coordinated and effective institutional response.
- Providing access to resources and support should become more readily available by designating campus based personnel to act in the role of deputies.

The College continues to ensure and monitor compliance with ADA and Section 504 of the Rehabilitation Act of 1973, which prohibits postsecondary institutions from discriminating against individuals with disabilities. The Office for Civil Rights (OCR) has indicated through complaint resolution agreements

and other documents that institutions covered by the ADA and Section 504, and use the Internet for communication regarding their programs, goods, or services, must make that information accessible. In an OCR settlement agreement, the federal agency stated that whether the communication is via media, print, or the Internet, postsecondary institutions must "effectively communicate" with individuals with disabilities including students, faculty, staff, and the wider community. (OCR 09-95-2206.RES). To better ensure compliance, the Montgomery College Board of Trustees approved a new Electronic Information Technology (EIT) Accessibility Policy on May 16, 2016. This policy ensures technology that is created, maintained, or obtained by MC is accessible by all, including those with disabilities.

Section 2: Numerical Representation of Traditionally Underrepresented Groups

This section of the report details initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports include information on both campus-wide and program-specific initiatives.

Montgomery College students reflect the diversity of our community. Student data for the fall 2015 semester, provided by the College's Office of Institutional Research and Analysis, indicates that there were 25,320 credit students enrolled, and of that number, 30.8% were Black, 26.1% were Hispanic, 26.1% were White, 13.7% were Asian or Pacific Islander, 2.7% were Multi-Race, and 0.3% was American Indian or Native Alaskan. As part of those racial/ethnic categories, 7.6% of the 25,320 are also categorized as International students using definitions provided by the Institute for International Education. College students with disabilities make up 6% of the population at the nation's colleges and universities, and are very much a part of diversity and inclusion (HEATH Resource Center, The George Washington University Graduate School of Education and Human Development, Washington, DC). At Montgomery College, there were 1,366 students with disabilities (5.3% of students) college wide.

The College has created highly successful programs to recruit and retain underrepresented students. One such program is The Achieving Collegiate Excellence and Success (ACES) program, a collaborative effort between Montgomery College, Montgomery County Public Schools (MCPS), and the Universities at Shady Grove to support students and provide a seamless path to a bachelor's degree for traditionally underrepresented students. The ACES coaches provide both academic and student support, using a case management approach. During the 2015-16 academic year, the Montgomery College Foundation provided nearly \$250,000 in ACES scholarships to 127 students. The course pass-rate for ACES students is 77%, compared to 72% for all other students. Moreover, ACES students reported having higher GPAs: 2.65 compared to 2.12 for others. The ACES fall-to-spring retention rate soared to 91% compared to 71% for other students. Today, we embed Montgomery College coaches in 10 of our county's 25 high schools—one per school to date. Currently in its third year, over 1,700 students are now enrolled in ACES, with over 1,200 students at the partner high schools. There are 481 ACES students now attending the College.

The College's Office of Human Resources and Strategic Talent Management conducted its annual internal assessment and proactively implemented an Affirmative Action Plan (AAP) to ensure the accessibility and currency of College employment opportunities. The 2016 AAP report indicates that minorities are employed at a rate of 49 % and are represented in 82 % of the College's 180 departments. Further, minorities are represented in 100% of the College departments that employ 10 or more people. Women are employed at a rate of 58 % and are represented in 90 departments, and in 100% of all departments that employ 10 or more people. During this reporting period, a total of 4,458 applicants applied for 152 position vacancies. A review of hires for the prior year demonstrates the College's sustained commitment to diversity, equal employment opportunity, and affirmative action. Among the 152 new employees hired during the period from October 1, 2014 - September 30, 2015, 92 (60%) were minorities and 82 (54%) were females.

The fall 2015 demographic data on employees reflects a similar diversity – there were 3,190 employees, of whom 40% were employed on a part-time basis (primarily adjunct faculty). Of the total employees, 52% were White, 22% were Black, 8% were Asian, 4% were Hispanic, and 14% were categorized as “Foreign, Unknown, or Multi-Race” for federal government reporting purposes. According to a “Diversity Index” reported by the *Chronicle for Higher Education*, Montgomery College ranked 13th among more than 930 public two-year institutions in the country.

Section 3: College’s Efforts Designed to Create Positive Interactions and Cultural Awareness

The College completed significant efforts toward designing positive interactions and for cultural awareness. The president’s five senior leadership units played a critical role in executing the diversity and inclusion that details efforts designed to create positive interactions and cultural awareness that influence: (1) faculty and staff cultural training programs, (2) curricular initiatives that promote cultural diversity in the classroom, and (3) co-curricular programming for students.

This section of the report presents each of the senior leadership unit’s efforts: Office of Advancement and Community Engagement, Office of Administrative and Fiscal Services, Office of Student Affairs, Office of Academic Affairs and the Office of the President. With access, affordability, and student success as priorities, the College continues to implement its goals to provide accessible and affordable educational opportunities for its diverse communities to enable student success and completion. To accomplish this goal, the College continues to collaborate 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.

The Office of Advancement and Community Engagement, continues to support programs and services that foster and promote diversity and inclusion in areas of community engagement. The Office of Community Engagement takes Montgomery College beyond the campus and into the community through community engagement centers, partnerships with non-profits, community events, regular communication, and grass roots community outreach. The primary job of this unit is to help under-served and under-represented communities connect with Montgomery College. Specialists associated with Community Engagement speak multiple languages, providing access for people who speak English, Spanish, Amharic, French, or Swahili. MC’s Community Engagement team is charged with being the face of the College in the community. Its mission is to be active partners in the community to help empower students and residents. Some programs sponsored by Community Engagement include:

- Montgomery Blair High School Parent Teacher Association and the Hispanic parent group "Los Padres" visited the Takoma Park/Silver Spring Campus on Saturday, June 4, 2016. They toured the campus and received information in Spanish about Montgomery College. The group was provided bus transportation to and from Blair High School and the visit concluded with a picnic at Jesup Blair Park.
- According to the 2014 American Community Survey, 15% of Montgomery County residents are "limited English proficient" or speak English less than "very well." Montgomery College is dedicated to providing high quality educational services for all students, faculty, staff, and county residents by removing language barriers to College services. The College has contracted with Schreiber Translations, Inc., to offer in-person interpretation services as well as written

translation services for many languages. This service can be used to translate documents like brochures and flyers into multiple spoken languages or to bring in-person interpreters to a College event.

Through the division of Student Affairs, the College supports enrollment and retention of a diverse student body through continuation and/or expansion of existing activities and by adding new ones. Some examples include:

- The Counseling and Advising Departments at each campus are comprised of racially diverse faculty and staff including bilingual Spanish speaking members. Department members are also culturally diverse representing Native American, Latin American, and African cultures. Diversity is a key factor used in assessing new hires to better serve the diverse student population. Counselors teach the Seminar for International Students (STSU101) to assist international students in adjusting to college as well as the American educational system. Counselors also participate and or lead a number of mentoring programs such as *Boys to Men* and the *Mentoring Project for Women* targeting African American, Latino, and female students.
- Through Global Connections and the International and Multicultural Centers, a wide range of diverse programming is offered to educate the College community and celebrate cultural diversity. The First Year Experience Program and Student Life Services at the Takoma Park/Silver Spring Campus recently collaborated on a Black History Month co-curricular activity. Students traveled to Baltimore to visit the National Great Blacks in Wax Museum. The tour engaged the students in a history lesson from slavery, to prominent people in African American and African history, to politics. The students learned about the contributions, strengths, and challenges for people of color.
- The Combat2College (C2C) Program offers a broad range of programs to support veterans and student service members. C2C staff offer training via the College's Center for Professional and Organizational Development (CPOD) to enhance faculty understanding of the student veteran population. Veterans now have a business and networking group. In monthly meetings, employers and employment experts come together to help job seekers prepare for the workforce and find employment or training that leads to employment. The meetings are co-sponsored by Montgomery College Career Services, C2C, Military Officers Association of America, and Serving Together. The meetings are open to all, but geared toward transitioning service members and veterans. Additionally, the College recently dedicated the *Center for Women Veterans*. This new studying and gathering space is for women veterans and service members. It is the very first center of its kind in the country.
- Disability Support Services (DSS) counselors provide a broad range of services to support students with disabilities. Each campus offers bilingual faculty and staff to communicate with deaf and hard of hearing students. Sign language interpreters provide support to enable students to participate in curricular as well as extracurricular activities. DSS also offers a range of assistive technological supports to assist students including voice recognition, enlarged print and screen magnifiers, voice synthesizers, alternative keyboards, assistive listening devices, Braille conversion and printing, and Kurzweil text to speech software. Each year, DSS offers an information session for prospective students, parents, and educators. This year over 100 people attended the DSS session to learn about the support services, programs, and options available at Montgomery College for students with disabilities.
- For over 13 years, the Workforce Development and Continuing Education (WD&CE) unit of the

College has celebrated students with developmental disabilities in the nationally recognized Graduate Transition Program, which is a custom-tailored learning-community that offers students a unique post-secondary opportunity to further their formal education. The objective is to enrich students' lives to transition independently through functional education, vocational opportunities, and life skills services. The program is a two-year, tuition-based, non-credit certificate program that focuses on academics and employment to become fully integrated into the community. In May of 2016, 14 students graduated from the program.

- The Student Support Services TRIO Program (<http://www2.ed.gov/about/offices/list/ope/trio/index.html>) is a federally funded program that provides supports to diverse underserved populations including first generation, low income, and students with disabilities to increase retention, graduation, and transfer rates. The program offers intensive support resources including mentoring and tutoring as well as academic, career, financial, personal, social, and technological assistance. The staff members are culturally diverse and speak other languages such as Vietnamese and French to better serve our diverse student population.
- On an ongoing basis, the Educational Opportunity Center (EOC) and the Office of Financial Aid provide outreach activities in both English and Spanish and recruit assistance from speakers of Japanese, Chinese, Russian, Amharic, and French/Haitian Creole to further the impact of their outreach. The EOC and the Office of Financial Aid offer workshops on campus with community groups in elementary, middle, and high schools. In addition, EOC has expanded their outreach with both Head Start and the Housing Opportunities Commission, and has developed new outreach relationships including, but not limited to:
 - Annual Historically Black Colleges and Universities (HBCU) College Fair at Paint Branch High School
 - Bilingual Training of College Guides
 - Identity: 21st Century Parent Program (a program for Spanish speakers)
 - Holy Cross Hospital School to Work Program
 - Grassroots Shelter
 - Community Ministries of Rockville
 - Ethiopian Community Event at MC
 - Latin American Youth Center

Through the Office of Academic Affairs, the College continues to support programs and services that foster and promote student success and completion including:

- Workforce Development and Continuing Education (WD&CE) offered programs and services that provide career opportunities and business education to diverse populations in the county. The College's Hispanic Business and Training Institute, with the participation of the Early Childhood Education program in Spanish and in partnership with the Small Business Development Center at the University of Maryland, celebrated its XII Business Seminar conducted in Spanish. Topics included financial health, insurances and technology for your business, from owner to entrepreneur, and other topics for prospective and small business owners.
- The Hispanic Business Training Institute provides a wide range of courses aimed at assisting the Latino community in developing skills and competing in the labor market. More than 600 students have taken advantage of these courses and workshops offered in Spanish or bilingually in the areas of construction, computer literacy, food safety, business, and accounting.

- WD&CE provides a range of human resources courses that address issues related to workplace conflict and creating workplace civility. Course work includes information about sexual harassment in the workplace as well as strategies for attaining overall civility in the workplace. Over the last two years, more than 1,000 employees from local companies have participated in these half-day programs. WD&CE's Mediation Institute provides a statewide mediation colloquium each year, as well as a 40-hour mediation certificate program that provides fundamental skills in conflict resolution usable at work, at home, and in the community. The mediation program has also provided conflict management courses to local companies and organizations.
- Montgomery College's Achieving the Promise Academy (ATPA) is a multifaceted endeavor with the goal of increasing the retention, persistence, graduation, and completion rates of African-American and Latino students, especially males. The mission of ATPA is to prepare students for success in college through academic coaching, tutoring, and the creation of Learning Success Cohort Communities (LSCC). LSCCs are comprised of an ATPA coach as well as students, faculty, and tutors who are committed to the full development and support of African-American and Latino students working toward the completion of a degree at Montgomery College. LSCCs are student groups focused around classes, interests, programs, and/or educational goals. Members of LSCCs benefit from academic coaching and mentoring and build closer relationships with peers, professors, and tutors while working towards graduation. The goals of the ATPA are as follows:
 1. To increase year-to-year retention as well as graduation rates of African American and Latino students enrolled at Montgomery College.
 2. To increase African-American and Latino participation in academic support programs.
 3. To create LSCCs that increase the academic successes of African-American and Latino male students as evidenced by GPA, course pass, retention, transfer, and graduation rates.
 4. To sponsor and/or support academic mentoring programs targeting African American and Latino students, especially males (e.g., *Boys to Men* and *Advancing Latino Male Achievement*).
 5. To host an annual community dialogue to raise awareness about the unique challenges facing African American and Latino males at every step of the educational pipeline.
- The College partnered with the Montgomery County Correctional Facility in Clarksburg, Maryland, by offering assessments, college coursework, counseling, and classes in digital literacy and building trades. Through a pilot program started in 2015, the College began offering classes to give inmates the opportunity to earn a certificate of proficiency in information technology (IT). Several students will be completing their coursework during the spring 2016 semester. The courses that compose the IT certificate are the first credit-bearing courses to be offered through the Bridge to College program. In 2014, former Attorney General Eric Holder and current Secretary of Labor Tom Perez, toured the Clarksburg facility to learn about this unique partnership between the College and the correctional facility. Inmates use custom-designed electronic tablets to complement coursework provided in face-to-face settings. As a result of this collaboration, Montgomery College's President, Dr. DeRionne Pollard, was the recipient of a White House Champion of Change award in 2014. The College is currently assessing the program, and plans for an expansion to reach additional potential students at the correctional facility are in the works.
- Employment Advancement Right Now (EARN) Maryland is a state-funded, competitive

workforce and economic development grant program that is industry-led and regional in focus. It is designed to ensure that Maryland's businesses have the talent they need to compete and grow while providing targeted education and skills training to Maryland jobseekers (<http://www.dllr.state.md.us/earn/>). The program focuses on solutions to sustained skills gaps and personnel shortages; addresses the needs of workers by creating formal career paths to good jobs; and encourages mobility for Maryland's jobseekers with barriers to employment through targeted job readiness training. Through October 2015, more than 1,700 workers received strategic training. Of those, nearly 1,600 (93%) have attained a new credential, certification, or skill as identified by their employer. As a direct result, our employer partners report improved productivity, cost savings, wages, and job retention. EARN Maryland is reaching another important subset of the workforce, the unemployed and underemployed. Employer partners identified the need for the development of a pipeline of entry-level workers ready and able to work. EARN Maryland Strategic Industry Partnerships are providing job readiness and skills training to prepare unemployed and underemployed Marylanders for meaningful careers. As of October 2015, nearly 850 EARN Maryland participants completed entry-level training programs. Of those, almost 650 obtained employment. Many of these participants are considered to be "hard-to-serve" because they have had various barriers to employment.

- In honor of Black History Month, the College presented *Education, Activism and the Legacy of Malcolm X: A Conversation with Ilyasah Shabazz*. Ms. Shabazz, the third daughter of Malcolm X, is an activist, producer, motivational speaker, and the author of the critically acclaimed *Growing Up X*, as well as the recently released picture book *Malcolm Little*, illustrated by A. G. Ford. *Growing Up X* received an NAACP Image Award nomination. Ms. Shabazz has produced training programs, sanctioned by City University of New York's Office of Academic Affairs, to encourage higher education for at-risk youth. She served for twelve years on Mayor Ernest D. Davis's Youth Board for the city of Mount Vernon, including appointments as director of public relations, director of public affairs and special events, and director of cultural affairs. She is a mentor for Nile Rogers's We Are Family Foundation, whose mission is to inspire, educate, and promote a global family by building bridges between cultures for young leaders of the world. She mentors at various group homes, lock-up facilities, high schools, and college campuses through production of her youth empowerment program, the *WAKE-UP Tour: X-Tra Credit Forums*.
- Montgomery College hosted its annual Holocaust Commemoration. This year's Commemoration featured a testimonial by Holocaust survivor, Nesse Godin. Local Holocaust survivors joined in a candle-lighting ceremony, and MC student musicians, under the direction of award-winning Music Professor, Dr. Dawn Avery, winner of the Carnegie Foundation for the Advancement of Teaching, the Council for Advancement and Support of Education, and Maryland Professor of the Year performed.
- Smithsonian Faculty Fellows completed a year of exploration in the world of museum-based learning. Eleven faculty, from a variety of disciplines across the College, explored the 2015 theme, "I, Too, Am America: Understanding the American Immigrant Experience" and the projects and assignments they have developed around this theme are both intriguing and compelling.
- Montgomery College hosted a juried exhibition of artwork related to the social, political, racial, economic, and environmental impacts of Hurricane Katrina. The exhibit was curated by Susan Sterner, director of the MA in New Media Photojournalism program and an associate professor of photojournalism at the Corcoran School of Arts and Design at The George Washington University, and coordinated by John Deamond.

The College, through the Office of Administrative and Fiscal Services units has offered a significant amount of financial support, programs and services for partnerships that support diversity and inclusion.

- A partnership with the Tom Joyner Foundation resulted in approximately 50 students throughout the College, beginning in the spring 2017 semester, receiving scholarships in the amount of 75% of their tuition to complete their Elementary education degree at MC. After graduating, they will transfer to Howard University to complete their Bachelor's Degree in Elementary Teacher Education and continue to receive scholarship monies from the Joyner Foundation. OBS assisted with crafting the language in the Agreement to align with current scholarship practices at the College.
- College Bookstores played an active role in promoting various celebrations of programs recognizing minorities through displays and/or sale of various trade books celebrating events such as Irish American Heritage Month, Black History Month, Hispanic Heritage, Native American Month, etc.
- The Office of Procurement conducts semi-annual workshops in the fall and spring with approximately 60 minority firms to introduce them to the College procurement process, and share upcoming bid opportunity information with them. These workshops have been provided to minority business leaders for three years, in effort to encourage participation in bids and to award more contracts to small businesses and minority owners.
- The Office of Business Services is responsible for managing the financial compliance, reporting, drawdowns, audits, and desk reviews of various federal grant programs that provide opportunities to minority or underrepresented students including:
 - State English as a Second Language (ESOL) (**non-credit**) at \$1,379,486.00
 - State English as a Second Language (ESOL) (**credit**) at \$916,934.00
 - Adult ESOL & Literacy Grant Programs (AELG) at \$2,389,880.00
 - City of Takoma Park at \$ \$19,392.00
 - Refugee Targeted Assistance Program at \$531,175.00
 - Refugee State English as a Second Language (ESOL) at \$245,210.00
 - TRIO- Educational Opportunity Center (EOC) at \$230,000.00
- The College's Center for Professional and Organizational Development (CPOD) continues to provide professional development opportunities to faculty, staff, and administrators during each academic year that have an emphasis on multicultural diversity. Diversity and multicultural classes explore the ways that people are both different and similar. Employees apply new skills to teamwork, customer service, and community relations. Since the College values diversity, inclusion, and nondiscrimination, employees gain from continuous learning and growth. Multicultural education is intentional and mandatory for all employees. The Equity and Inclusion Learning Pathway, Managers Diversity Essential Skills, Safe Zone, and In Their Own Voices are part of CPOD's signature cohort programs.
 - The Safe Zone training and program are part of the MC Pride and Allies initiatives that foster a welcoming and supportive environment for students who are lesbian, gay, bisexual, transsexual or questioning.
 - Each year, College and community panelists for the In Their Own Voices program describe their life experiences and cultural heritage, in support of MC's growth in cultural

competence. In these two-hour classes, participants practice the vital skills of thoughtful listening and sensitive inquiry, often finding that each panelist shines a unique light on family, traditions, expectations, meaning and turning points.

- College and university communities are now contending with the crucial issues of sexual assault and gender/identity-based violence, as they seek to raise awareness, protect students and employees, and comply with new laws. The Gender/Identity-Based Violence and the Community College Experience: Turning Insights into Action program, provided during the Women and Gender Studies Program Summer Colloquium, gives participants an overview of policies, procedures, and practices critical for addressing gender/identity-based violence and sexual assault as they relate especially to the community college experience.
- All College employees may also take advantage of online instruction via e-Learning through lynda.com or Skill Soft.
- The College's Office of Information Technology, was actively engaged in leading or participating in a number of programs and services specifically related to diversity and inclusion for students, faculty and staff. Some activities included:
 - Employing a contractor who is dedicated to ensuring all software applications are accessible to individuals with disabilities.
 - Providing Disability Support Services (DSS) with software and hardware that enables equitable access for student success.
 - Introducing Montgomery County Public Schools (MCPS) Kindergartners to iPads and other classroom technology through the K-College Program.
 - Sponsoring ACES internships within the IT cybersecurity unit.

Section 4: Clery Disclosure Statement

This section of the report details a summary of Montgomery College's 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 (Clery Act).

Montgomery College continues to ensure compliance with the Clery Act, as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the U.S. Department of Education (34 C.F.R. Part 668.46). The College, through the offices of the General Counsel, Institutional Research and Analysis and Human Resources and Strategic Talent Management, conducted a comprehensive review and assessment of the hate violence policy and procedures. A revised policy was adopted by the Board of Trustees in February, 2015. Our commitment is based on the statements supported by the president and College Policy 31002–Hate/Violence Activity, College Procedure 31002CP–Hate/Violence Activity, and on the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). Accordingly, the College's annual Security Report is prepared and distributed by the Office of Public Safety and Emergency Management. 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 Public Safety and Emergency Management (PSEM) based not only on information that it receives directly, but also from crimes reported to campus officials designated as “campus security authorities” (as that term is defined in the regulations) and 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.

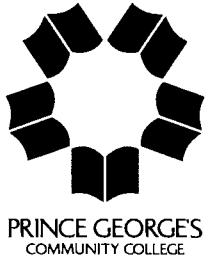
By October 1 of each year, our Annual Security Report is prepared and posted on several of the College’s web pages. In addition, each member of the College community receives an e-mail communication that describes the report’s content and the web address where the report is posted. A hard copy of the report is available and provided upon request. To ensure and monitor compliance of the Clery Act and the Crime Awareness and Campus Security Act of 1990, the campus Public Safety office works closely with the offices of Employee Relations Diversity and Inclusion, the 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 student newspapers, College communications media, public service announcements, and targeted media messages on radio and television.

Each campus’s Office of Public Safety and Emergency Management provides assistance and delivers crime prevention and safety programs and materials to faculty, staff, and students. In addition, training is provided to safety and security staff. Some other examples of related College activities include the distribution of safety flyers to academic and non-academic departments; at new employee orientations, new student orientations and student resource fairs; and an 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 responsibility for personal safety and the safety of others. Under the leadership of a new director this year, additional safety measures were instituted to include:

- Safety forums and active shooter training;
- Enhanced formal communications to ensure awareness of safety protocols;
- Increased campus safety staffing throughout the campuses; and
- Online training that provides information on crime prevention and reporting including specialized training for Campus Security Authorities defined in the Clery Act.

Conclusion

The College will continue to review, monitor, and assess the Diversity Plan. The president and senior vice presidents are committed to the creation of more collaborative and comprehensive processes to better track progress in assessing the long term effectiveness of the plan’s strategic action measures. Montgomery College will continue to make diversity and inclusion the hallmark of employee and student success programs in order to enlighten and elucidate the importance of the changing county demographics that have an impact on our College community.



DR. CHARLENE M. DUKES
PRESIDENT

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July 25, 2016

Ms. Alexia Van Orden
Policy and Research Analyst.
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Ms. Van Orden:

Attached is the Cultural Diversity Report for FY2015-FY2016 for Prince George's Community College which summarizes the college's progress toward the implementation of its plan for cultural diversity. Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Charlene M. Dukes", is written over a printed name. The signature is fluid and cursive, with a large initial "C".

Charlene M. Dukes

Attachment

CULTURAL DIVERSITY REPORT

2015-2016 Update

A Roadmap for Ensuring and Sustaining
Diversity in Our Community



Transforming lives.

PRINCE GEORGE'S
COMMUNITY COLLEGE

June 2016



Prince George's Community College Cultural Diversity Annual Report

June 1, 2016

Dr. Charlene M. Dukes
President

Ms. Aimee E. Olivo
Chair, Board of Trustees

Ms. Andristine M. Robinson
Director of Institutional Initiatives

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Dr. Charlene M. Dukes

Ad Hoc Committee on Cultural Diversity

2015-2016

Ms. Andristine Robinson (chair)
Director of Institutional Initiatives

Mr. Ricardo Quinteros
Coordinator, Recruitment and College
Matriculation

Mr. Arthur Asuncion
Coordinator of Special Programs,
Advising Services

Ms. Priscilla Thompson
Director, Library

Dr. Marlene Cohen
Professor, Communication and Theatre and
Coordinator, International Education Center

Ms. Mirian Torain
Chair, Developmental English and Reading

Dr. Audrey Davis
Manager, Organizational Learning

Mr. Paul Van Cleef
Advisor

Ms. Barbara Denman
Dean, Adult and Continuing Education

Ms. LaVerne Williams Lewis
Recruitment Manager, Human Resources

Ms. June Evans
Interim Executive Director,
Center for Entrepreneurial Development

Ms. Kathy Yorkshire
Interim Coordinator, Honors Program

Ms. Artelia Gillam
Writer/Editor, Marketing and Creative Services

INTRODUCTION

Prince George's Community College is one of only two community colleges in the state of Maryland 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.

PGCC has long recognized the importance of equal opportunity and diversity in education and includes diversity as one of the College's core values.

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 fall 2015, 13,228 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. Continuing Education (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.

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. Therefore, demographic information is regularly tracked on students and employees.

The PGCC student population generally reflects the demographics of its primary service area, Prince George's County. Three-fourths (72%) of the credit students attending in fall 2015 identified as "Black/African American only" and an additional 10% identified as "Hispanic/Latino." The overall diversity of the workforce hired increased from FY14 to FY15 by an overall percentage of 8.21%.

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.

MISSION STATEMENT

The college's current vision and mission 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.

DEFINITION OF DIVERSITY

During the 2013-2014 academic year, the Ad Hoc Committee on Cultural Diversity developed a four-year cultural diversity plan which included the following definition of diversity:

Prince George's Community College supports and embraces cultural diversity, understood as the creation and promotion of an inclusive, non-discriminatory environment for everyone. We accept and value differences, including differences in age, race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, socioeconomic background, and ability/disability. We strive for growth and success for all of our students, employees, business partners, and the community.

This definition was shared with the college community in multiple venues and was ultimately approved by the Board of Trustees.

SUMMARY OF CURRENT FISCAL YEAR ACCOMPLISHMENTS

This report provides a summary of the accomplishments during the third year of the current four-year cultural diversity plan.

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 COMPLETED

Human Resources staff, members of the faculty and Technology Services staff developed an online orientation for new adjunct faculty in Academic Affairs and WDCE to be implemented in FY2017. The online orientation site will be used to quickly and efficiently acclimate new adjunct faculty to the Prince George's Community College community. By familiarizing the College's newest employees with basic employment and employer information, the College hopes to ensure that new employees feel as much a part of the college culture as those who have been employed here for years. The purpose of the new adjunct faculty orientation portal is:

- a) To improve the likelihood of success for adjunct faculty and retention for students.
- b) To strengthen the new employee's knowledge of Prince George's Community College's policies, programs, and practices.
- c) To provide new employee information and resources for adjuncts who are unable to attend on-campus orientation.

As part of the training, a page exists on diversity which includes a statement about PGCC's recognition of the importance of equal opportunity and diversity in education as well as the inclusion of diversity as one of our core values. Also included is the definition of diversity and a link to the cultural diversity plan.

The Center for Professional Development created and began implementing a multi-phase diversity training continuum in 2013. To date, Phase 1 has been completed. The goal of Phase 1 was to introduce the concept of an inclusive environment to the college community. Between spring 2014 and the present, 17 "Creating an Inclusive Environment" training sessions have been offered and 36 employees have successfully participated in those trainings.

The goal of phase 2 of the continuum is to build upon the introductory sessions by offering trainings that further the skills required to collaborate and work with a diverse population both internally and externally. To date, the following training sessions related to phase 2 have been offered with 64 employees completing the training:

- Webinar: Strategies for Supporting Trans and Gender-Nonconforming Youth
- Webcast: Diversity in Higher Education
- Values Training (which includes the College's commitment to diversity)

- LGBTQ Training for Campus Police

In an effort to reach more employees, implementation of phase 2 has been extended and will coincide with the development and implementation of phase 3.

The goal of phase 3 is to expand on trainings which will include sessions tailored to individual departments and/or activities such as campus-wide round table discussions. Phase 3 activities currently in development and scheduled to be implemented in fall 2016 include:

- A faculty learning community related to diversity
- Training sessions related to diversity in the classroom
- Expanded opportunities for faculty and staff on campus (to include additional webinars and training sessions)

In an effort to improve the cultural competency of Student Governance Association officers, 14 of the student officers participated in a face-to-face training session facilitated by the program director of College Life Services on “What is Your Leadership Style?” and “How to be a Culturally Competent Student Leader.”

Additional training, workshops and/or educational activities were conducted by various departments. They included:

- Disability Support Services – “Cracking the Codes: The System of Racial Inequality” in Honor of the Martin Luther King, Jr. Holiday (more than 75 participants)
- Library – Film Series (To Kill A Mockingbird, Good Hair, Straight Outta Compton, Selma, Half of a Yellow Sun) (91 participants)
- English Department – “Pearl Diving and Octopus Pots: Yukio Mishima’s Sound of the Waves and Kamishima” (12 participants)
- Library – “Symbol and Texts: Comics and Graphic Novels” (82 participants)
- College Life Services – “Post Traumatic Slave Syndrome & Sexual Violence” (26 participants)
- Library – Movie Screening of the Abolitionists (48 participants)
- Library – Book Displays (Hispanic Heritage Month, National Disability Employment Awareness Month, Native American Heritage Month, Black History Month, Women’s History Month, Irish American Heritage Month, Autism Awareness Month, Jewish Heritage Month, Elderly Awareness Month, and Gay Pride Month)

Of the 26 participants that completed the evaluation form for the “Post Traumatic Slave Syndrome & Sexual Violence” workshop, 53.85% strongly agreed and 34.62% agreed (88.47% total) that the program enhanced their understanding of other cultures and or how cultural differences affect communication, affirm beliefs, and how to communicate across cultural and individual differences.

This year, the Diversity Committee developed a post workshop data form to assist with gathering information about workshops, presentations, seminars, discussions, exhibits, and other activities that provide diversity information and/or encourages an exchange of ideas around diverse issues. The form is posted on myPGCC. Information was requested via an e-mail to all college employees. Completed

forms were submitted to the diversity mailbox (which was created this year) at diversity@pgcc.edu. The collection of this information will assure a broader view of what the college community is doing to embrace and support a welcoming and inclusive environment.

OBJECTIVE 2: Incorporate cultural diversity training on College Enrichment and Professional Development Day for faculty and staff.

TASKS COMPLETED

The Center for Professional Development partnered with various departments to offer diversity workshops on College Enrichment and Professional Development Day, October 27, 2015. The workshops presented are listed below:

- “Blind Spots: Effects of Unconscious Bias on Communication, Interaction, Learning and Law”
- “Students with Disabilities and Institutional Responsibility”
- “Women and Community Colleges”
- “Thriving in Diversity at Prince George’s Community College” (presented by the members of the Ad Hoc Committee on Cultural Diversity)

Out of the 27 workshops offered on College Enrichment and Professional Development Day, two of the diversity workshops were among the top five attended: “Blind Spots: Effects of Unconscious Bias on Communication, Interaction, Learning and Law” and “Thriving in Diversity at Prince George’s Community College.” Of those completing evaluations, 70.8% attending the “Blind Spots” workshop strongly agreed or agreed that the workshop was beneficial. For the “Thriving in Diversity” workshop, 90% strongly agreed or agreed that the workshop was beneficial.

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.

TASKS COMPLETED

The assessment of programs initiated in year two has led to the continuation and expansion of some of the programs in year three. Six additional schools were added to the “Owl Caravan” a high school outreach program. The high schools are Bowie, Duval, Frederick Douglas, Largo, Potomac and Surrattsville.

Advisors in the Office of Advising Services continued their participation in a college visitation program hosted by the College’s International Education Center. This program targets students from the county

high school ESOL program. Academic Advisors met with students to encourage them to pursue a college education. The presentation included the importance of working closely with advisors to help them navigate through their future college academic experience. The Office of Recruitment provided the materials needed for the tours and also tracked student attendance data.

On May 17, 2016, the International Education Center hosted the 9th grade class of the new International High School at Largo High School, along with their principal, teachers and counselors. Students were very engaged and learned about community colleges and why people decide to go to college. The visit included tours of the College, a class on how to use the PGCC website, and the completion of a Career Coach self-assessment. The results of the survey matched them to career interests, the types of jobs in the respective fields, job descriptions, the availability of those jobs in the next five years, level of education needed and the pay scale. PGCC international students spoke with the visitors in English and in Spanish.

The Office of Recruitment, partnered with the Latino Student Fund (LSF), to host the National Hispanic College Fair held on the main campus on October 29, 2015. LSF provides services to meet the educational needs of the Latino community in the Washington D.C. region. Thirteen colleges were at the fair and over 500 high school students from the county attended. Forming a partnership with this type of community organization enhances the strategy for recruiting underrepresented students.

On March 2, 2016, the College held a Concurrent Enrollment Information Session to target under represented students who attend private schools or are home schooled.

These initiatives assist with student enrollment. While the percentage of Black/African American students has been relatively steady over the last five years, the percentage of Hispanic/Latino students grew from 5.1% in 2009 to 9.8% in 2014. The changes from FY2014 to FY2015 have remained steady with negligible changes in the American Indian or Alaskan Native, reporting two or more races, and race and ethnicity unknown categories. The percentage of underrepresented groups in the credit student population for this year and last year is as follows:

Ethnicity	FY16	FY15
American Indian or Alaska Native	1%	0%
Asian	4%	4%
Black or African American	72%	72%
Hispanic/Latino	10%	10%
Native Hawaiian or Pacific Islander	0%	0%
White	5%	5%
Reporting Two or More Races	0%	3%
Race and ethnicity unknown	5%	3%

OBJECTIVE 2: Develop programs for students that engage underrepresented populations.

TASKS COMPLETED

Community outreach programs initiated in year two by the Office of Recruitment were continued in year three. Recruitment continued their partnership with the University Town Center and Laurel College Center on their open house programs. Underrepresented students attend classes at these extension centers in greater numbers than at the main campus.

The Office of College Life Services in partnership with the President’s Interfaith and Community Service Committee sponsored the Choice Program College Night activity for underrepresented at-risk youth in Prince George’s County. This program was held once a week during the 2015-2016 academic year. The high school youth were mentored by students from the College and had an opportunity to participate in various educational and recreational activities including, “Getting into College,” “Goal Setting,” and “How to Apply to Participate in the Summer Youth Work Program.”

OBJECTIVE 3: Increase marketing for the College’s Collegian Centers, Health Science programs, International Education Center and transfer opportunities to colleges and universities. (To be continued in year four.)

OBJECTIVE 4: Increase hiring of underrepresented groups in the faculty and staff ranks by 25% by FY17.

TASKS COMPLETED

The overall diversity of the workforce hired increased from FY2014 to FY2015 by an overall percentage of 8.21%. The FY2015 Workforce Profile (New Hires) findings are as follows:

Ethnicity	FY15	FY14	FY13
African American/ Non-Hispanic	65.00%	53.85%	38.32%
American Indian	0.60%	0.66%	1.02%
Asian/Pacific Islander	2.00%	4.40%	3.81%
Hispanic	2.60%	4.40%	2.28%
Reporting Two or More Races	2.20%	0.88%	1.02%

Although there has been an overall increase each year, this task will continue into the next year as we monitor the recruitment from these underrepresented groups. The Human Resources Recruitment Office continues to focus on the hiring process to enhance the awareness of the College’s commitment to diversity and to evaluate the tracking of underrepresented applicants in the candidate pool. The Affirmative Action Officer works with Human Resources and the search committees to ensure a diverse pool of candidates to interview. With the development of a new reporting tool through our applicant tracking system (PeopleAdmin), the staff are working to enhance Human Resource’s ability to evaluate the number of underrepresented applicants applying to positions as well as those hired. The Human

Resources office continues to target advertising media and other sources to strengthen the diversity of the applicant pool.

RETENTION

OBJECTIVE 1: Increase underrepresented students' awareness of Retention Services, tutoring, and financial aid. (To be carried over to year four.)

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.

TASKS COMPLETED

The College continues to address the unequal access of underrepresented high school students for higher education scholarships. For many students, finding accurate scholarship information is very difficult. A list of 26 scholarships for students including undocumented immigrants, is now available through the Financial Aid Office. Examples include: The Dream US Scholarship Program (for students who are DACA eligible); Point Foundation Scholarship Program (for students involved in the LGBTQ community); Great Minds in STEM/HENAAC Scholars Program (for Hispanic students interested in majoring in a STEM program of study).

The college is offering a new scholarship, the “**Envision Success Scholarship**,” which is available to high school students attending private schools or are home schooled. The scholarship covers full time tuition and fees for one academic year.

OBJECTIVE 3: Create opportunities for participation in programs geared toward academic success. (To be continued in year four. This program's goal is to increase the retention of international students and non-native speakers of English enrolled in ESL 0106 (English as a Second Language: Advanced Reading Skills) course. Satisfactory completion of ESL 0106 will enable students to be eligible to take credit courses applicable to their program of study.)

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.

TASKS COMPLETED

During the fall 2015 semester, a diversity communication plan was developed. To support the plan, a small card was developed and printed with the diversity logo and the definition of diversity.

Communication regarding the Diversity Plan, definition of diversity, diversity logo and the work of the subcommittees occurred through presentations given to the Board of Trustees, the College-wide Forum, and at other college meetings. As a part of the plan, a workshop was held during College Enrichment and Professional Development Day by members of the Diversity Committee. At the workshop, the new diversity logo, “Thriving in Diversity” was unveiled.

OBJECTIVE 2: Gauge attitudes and beliefs about the College’s current culture and environment. (This will be moved to year four.)

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.

TASKS COMPLETED

One of the opportunities to create an informational message related to diversity involved College Life Services working with the Student Governance Association’s Interfaith Prayer Room Taskforce to develop and administer a Quiet Multi-faith Prayer & Meditation Space needs assessment survey. The survey was designed to gather student views on how the College could meet the faith needs of students who need a space for prayer, solitude and meditation. Over nine hundred students completed the survey. The Taskforce then worked with Marketing and Creative Services to design promotional materials to advertise the location, hours of operation and the availability of the Prayer and Meditation Room as a multi-faith space to be used by students and staff - not for any one particular faith. These promotional materials were posted all over campus, including the extension centers, and on the digital displays and via social media.

OBJECTIVE 4: Create a forum for students, faculty and staff to discuss relevant diversity topics.

TASKS COMPLETED

One of the major program initiatives is the Diversity Roundtables which will be implemented during the fall 2016 semester. The Inclusive Environment subcommittee discussed the structure of the Diversity Roundtables and the need to have trained facilitators. The subcommittee was advised that some of the other community colleges in the area were involved in “transformational conversations.” An expert in this subject matter was invited to attend a committee meeting to discuss the training associated with transformational conversations. Following the meeting, the committee agreed to continue with roundtable discussions before moving to transformational conversations (which could be a next step).

In order to prepare for the roundtable discussions, the Center for Professional Development has designed facilitator training that will be offered beginning June 2016. Interested members of the Diversity Committee will be invited to participate in the initial class.

A tentative schedule of Diversity Roundtable discussions will be prepared during the summer months for approval by the Diversity Committee. Topics will be taken from the information provided by the participants that came to the Diversity Committee via the presentation at College Enrichment and Professional Development Day 2015. The evaluation of each of the planned roundtable discussions will be monitored and suggested modifications will be implemented.

CURRICULUM

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, Planning for Academic Success: First Year Experience Seminar.

TASKS COMPLETED

This year, the committee gathered data in a few piloted sections of PAS-1000 to assess student's understanding and knowledge of diversity in an intercultural environment. In each piloted section, students were given the college's definition of diversity and additional information on the various dimensions of diversity. In the classroom, students and instructors discussed each dimension in depth. The next day, students were given an assignment on diversity to assess whether or not they had internalized the information they learned about diversity the previous day. Overall, students did well. The majority of students had a solid understanding of the dimensions of diversity. The results are below:

Number of sections piloted - 7

Number of students who completed the assignment - 57

Success rates:

68.4% - Excellent

5.3% - Good

12.3% - Average

8.8% - Below Average

5.3% - Unsatisfactory

While the number of piloted sections was low, the results represent a little over 40% of the total population of students who are taking PAS-1000 in the second half of the semester. Further, the 57 students represented a little over 10% of the total population of students who are taking PAS-1000 during the spring 2016 semester. Future plans include scaling up the assessment to include all PAS-1000 sections.

There was also a focus on diversity in Speech Class 1010 and Speech Class 1090. The exercise in Speech 1010 was designed to provide a skill-building opportunity for our students to succeed in intercultural situations. SPH 1090 also addresses skill-building opportunities for cultural communication success. In fall 2015, five sections of Speech 1010 were piloted with an assignment focused on skill building in cultural diversity communication. This was assessed in spring 2016. The assignment focused on conducting an informal interview with a person from a culture different from their own. A series of questions was provided.

In Speech 1090, the existing content for skills in cultural diversity communication was assessed. Assessment data was obtained from nine sections. The data from both classes is being reviewed.

The Diversity Committee worked with the chair of Academic Enrichment to change the learning outcome for diversity for 2016-2017. The new outcome is more closely aligned with the goals of diversity for the College. The new learning outcome is: Examine the different dimensions of diversity, with careful consideration for others from culturally diverse backgrounds. Along with the new learning outcome, a new diversity assignment will be given to all sections of PAS-1000. For this assignment, students will be required to write two short essays that will illustrate their awareness and knowledge of how to work with students from all backgrounds. A rubric will be used to assess their understanding of the diversity learning outcome.

OBJECTIVE 2: Gather a list of current PGCC credit course offerings, including General Education, which teach cultural diversity knowledge and skills.

TASKS COMPLETED

This year, there were no new courses developed that included diversity as a learning outcome. The committee will continue to work with the chairs and the Curriculum Committee to monitor any future course offerings.

A new curriculum initiative was started this year. Throughout the spring semester, the director of institutional initiatives, the director of the Center for Professional Development and the coordinators for the Center for Faculty Innovation met to discuss the creation of a faculty learning community centered on diversity. The concept would be diversity across the curriculum and would focus on teaching and learning. A proposal was developed and approved.

This faculty learning community on Diversity will be designed to explore and discuss how faculty develop and sustain an inclusive learning environment for students with multiple identities (including, but not limited to, age, race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, socioeconomic background, and ability/disability). In this year-long experience, participants will engage in regular meetings within a diverse group of 8-10 faculty members to discuss literature on diversity, share best practices, listen to guest presenters, attend workshops and conferences, and dialogue around challenges and opportunities. Topics can include elements of diverse learning environments and strategies for course design and planning. This experience will end with the creation of a project that is integrated into the community and will be presented to the college community.

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.

TASKS COMPLETED

The Better Together Club, the Secular Student Alliance and the Muslim Student Association hosted various programs throughout the academic year. This included Speedfaithing, a Hunger Banquet, Better Together Culture Slam, Interfaith Bingo, Interfaith Literacy Display, and Secular Game Day.

The International Education Center sponsored eight Learning Our Viewpoints discussions this year. Topics included: “What it feels like to be feared or stereotyped because of my faith or secular belief” and “PGCC students have many different faith beliefs and ethnic backgrounds. Does that make us stronger or weaker as a community?”

On April 11, 2016, the Interfaith and Community Service Committee partnered with the Diversity Committee to sponsor “Islamophobia: Combatting Islamic Intolerance in the United States.” The program did much to dispel stereotypes and to promote understanding. There were over 100 students, faculty and staff in attendance. The success of this program and the request of more programs similar to this will result in a series of programs sponsored during FY2017.

The average attendance at programs ranged from 16-50. When provided with the statement “This program enhanced my understanding of other cultures and or how cultural differences affect communication, affirm beliefs, and how to communicate across cultural and individual differences,” the average results for all of the programs surveyed was:

- Strongly agree – 58.03%
- Agree – 31.64%
- Neutral - .69%
- Disagree – 0%
- Strongly Disagree – 9.64%

OBJECTIVE 2: Increase leadership of interfaith engagement by students.

TASKS COMPLETED

There were 18 students in the Better Together Club in FY2015 and 9 in FY2016. The Better Together Club was an active registered student organization during the fall 2015 semester but not during the spring semester. Although promotional materials were distributed and the club was promoted at the Club Fair, only 10-15 students signed up to join the club. Scheduling conflicts made it difficult to find a convenient time to meet and to coordinate training. In addition, most of the student leaders of the club graduated or transferred. For these reasons, the goal of increasing the number of students in the Better Together Club by 20% this year was not met.

Interfaith programming, however, continued successfully throughout FY2016 culminating with a visit to the Diyanet Center of America in Lanham, Maryland - an organization dedicated to providing religious and social services to Turkish people and all Muslims living in the United States. The tour of the campus and the information shared was very enlightening. As a result, opportunities for partnering will be explored.



Maryland Higher Education Commission
Education Article 11-406 – Plan for Program of Cultural Diversity
FY 2015-2016

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 Postsecondary 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 Code of Maryland 11-406-(b) (1) (iii)].

Reporting Campus-Based Hate Crimes

In response to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the college's hate crime policy and procedures for reporting a crime is found in the safety and security section of the college's policy and procedures manual (PPM). In addition, hate crime statistics can be found in the college's annual security report which is prepared, published, and distributed by the director of public safety. The annual security report is updated and posted by 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 2016-2017 college catalog (p. 25) and the safety and security section of the catalog's appendix includes the hate crime policy and procedures for reporting the crime (p. 233-237) (see Appendix A for crime reporting procedures).

Institutional Plan to Improve Cultural Diversity

All policies and practices at Wor-Wic Community College are guided by the college's seven core values (accessibility, community, diversity, integrity, innovation, learning, and excellence), 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, and follow-through on its stated policies and support for academic and intellectual freedom. Wor-Wic defines "diversity" as "embracing all people, ideas, and experiences by providing an inclusive and supportive environment" (WWCC Catalog 2016-2017, p. 7). 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 a diverse student body through its high quality, affordable offerings and comprehensive support services" and one of its eight mission-based institutional goals to "Attract and retain a diversity of students and employees" (p. 7). 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 representation from all areas of the college, to ensure progress was being made on the implementation of the plan and the coordination of multicultural events. 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. In 2015, the college's board of trustees approved the 2015-2020 cultural diversity plan. Further, as the college continues to seek student enrollment growth, it also continues to hire diverse staff and faculty. As a result, the college's human resources office continues to review hiring guidelines to ensure the college is reaching a culturally diverse applicant pool.

Efforts to Increase the Representation of Traditionally Under-represented Groups

The climate of respect for diverse ideas, cultures and backgrounds at Wor-Wic is also evidenced in the diversity of its student body. The minority credit student enrollment (33 percent non-white) and non-credit enrollment (39 percent non-white) exceeds the minority population of the college's service area (30 percent non-white) (2015 Performance Accountability Report Indicator #18A). In support of Wor-Wic's diverse student body, the college continues to seek grant-funded programs and innovative opportunities aimed at success and goal completion for under-represented students. Two recent grant programs aimed at student success include the Inspiring Science, Technology, Engineering and Mathematics Students (I STEMs) and the Student Support Services program (a TRIO grant). I STEMs, supported by the Maryland College Access Challenge Grant Program (MCACGP), is a one-year grant sponsored by the Maryland Higher Education Commission (MHEC) and seeks to improve the representation of minorities in science, technology, engineering, and mathematics disciplines. The other grant, Student Support Services, is a federally funded five-year Title IV program for economically disadvantaged, learning disabled, first-generation college students. The Student Support Services program serves 140 students and began at Wor-Wic in the fall 2015 semester.

As to broadening student awareness of other cultures, results of the Community College Survey of Student Engagement (2014) indicate 81 percent of students surveyed reported they "sometimes to very often" had serious conversations with students of a different race or ethnicity other than their own. During the same time period, 85 percent of students surveyed reported that the college "sometimes to very often" encouraged contact among students from different economic, social, and racial or ethnic backgrounds. Lastly, the Wor-Wic graduate follow-up survey (2014) revealed 76 percent of the graduates surveyed reported their appreciation of cultural diversity increased "somewhat to a great deal" as a result of their experiences at Wor-Wic.

Wor-Wic's admissions office, division of continuing education and workforce development, and marketing department also provide prospective students and the community with information about the college. The director of admissions and continuing education staff attend college fairs and business networking events, visit local high schools and the One Stop Job Market, host campus visits from elementary, middle, and high schools, collaborate with high school counselors and fulfill information requests. The director of admissions also conducts targeted mailings to promote dual enrollment and admissions to the college. The college supplies information on the mission of the college, academic programs, continuing education and workforce training, and support services through an array of print publications, the Internet, and social media. The college also does a saturation mailing of the service area with its credit and non-credit course schedules 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 a marketing survey included on the admissions application for new students, and a marketing survey of current credit students. Results from the application survey

(fall 2015) indicate that word of mouth advertising and “other methods” are the most effective advertising mediums to prompt students to apply (33 percent word of mouth, 29 percent other). Guidance counselors (16 percent) and the college website (9 percent) were the next most frequently cited reasons to apply to Wor-Wic (WWCC FY 2015 New Credit Student Marketing Survey Results). Data indicate that students have seen or heard Wor-Wic advertisements from the following media sources: television (43 percent), radio (19 percent), Internet/web (12 percent), and local newspapers or magazines (10 percent). It should also be noted that 16 percent of those surveyed indicated that they “haven’t seen or heard any” Wor-Wic Community College ads (Current Credit Student Marketing Survey Results, Fall 2014). 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 5-7 of this report).

In an effort to further increase enrollment of underrepresented student populations at the college, there were several new initiatives undertaken by student services staff. To promote participation in the college’s dual enrollment initiative, an open house was held to provide information about the program to potential students. Wor-Wic Community College supplied transportation funds to the local schools to pay for buses so that Tri-County students could visit the campus. To further assist underrepresented student populations’ access to admission to the college, each school was established as an on-site Accuplacer placement testing center. This action removed the barrier of not having transportation that had limited this group of students from completing the admissions process. These students could now apply to the college and take the Accuplacer test at their home high school. As part of a pilot program with one of the college’s support counties, members of student services developed a “mobile registration team” and provided admissions, registration, and financial aid services at a local high school. This allowed students who lacked the resources to travel to the college numerous times to complete the registration process to matriculate into the college at the high school.

In addition to efforts to increase the diversity of its student population, Wor-Wic aims to increase diversity of its staff and faculty. Seventeen 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 (32 percent), it is higher than the average for all *small* Maryland community colleges (9 percent). According to the 2015 Performance Accountability Report Indicator #19, of the seven small Maryland community colleges, Wor-Wic has the second highest percentage (9.9 percent) of full-time credit faculty who are minority. This percentage increased each year from the fall of 2012 (5.9 percent) to the fall of 2014 (9.9 percent). Wor-Wic has reached 83 percent of its benchmark of 12 percent for minority faculty. Similarly, Wor-Wic ranks third among the seven small community colleges in the percent of full-time administrative/professional staff who are minority. Wor-Wic’s percentage increased each year from the fall of 2011 (9.4 percent) to the fall of 2013 (15.8 percent), then decreased in the fall of 2014 to 10.4 percent. The college has reached 87 percent of its benchmark of 12 percent (2015 Performance Accountability Report Indicator #20). These data demonstrate a continued commitment toward the promotion of diversity among faculty, staff and students.

From FY 2006 to FY 2016, the number of full- and part-time employees at the college has increased by 68 people, or 18 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 (Employee Data System, see Appendix B for FTE Enrollment and Employees by Classification). 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 10.9 compared to 6.8 for other small Maryland community colleges (FY 2015).

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 institutional goal to "Provide service area residents with access to quality education and training at a reasonable cost" (WWCC Catalog 2016-2017, p.7). The faculty is also committed to all aspects of student success guided by the institution's goal of providing "students with educational experiences and support services that help them achieve their goals through college completion and workforce preparation" (p.7) (see Appendix B for FTE Enrollment and Employees by Classification).

Wor-Wic endeavors to hire the best qualified applicants for employee vacancies based on its recruiting and hiring policies. Results from Wor-Wic's 2016 internal environmental scan indicated that 80 percent of employees agreed/strongly agreed that the college's hiring practices secured the best employees for available positions and 85 percent of employees agreed/strongly agreed that advertising practices secured the best candidates for available positions. This is partly due to increased recruiting efforts that include online advertising in HigherEdJobs.com and CareerBuilder.com, both resources used for over seven years, in addition to its traditional advertisements in *The Daily Times*, the service area's local newspaper. In accordance with the department's 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.com. These targeted emails reach nearly 300,000 minority job seekers.

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 full-time 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 funds 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. 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. During the fall of 2015, full- and part-time faculty participated in Title IX training. 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 2015 employee satisfaction survey responses, 90 percent of Wor-Wic faculty agree or strongly agree that there are sufficient professional development opportunities available to them.

The college's faculty mentoring program is another option for professional development. Each new faculty member is assigned a faculty mentor by his/her respective department head to help transition new faculty into 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 better understand the requirements for promotion. The faculty mentoring program is annually evaluated to ensure continuous improvement. During FY 2016, there were six mentoring pairs. Program activities include a welcome luncheon, fall and spring professional development sessions, and an end-of-the-year luncheon that includes formal and summative assessment.

Similar to 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. 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 2015-2020 cultural diversity plan was approved in May 2015. Initiatives in the cultural diversity plan align with the college's strategic plan.

Initiatives to Create Positive Interactions and Cultural Awareness

The items herein reflect events and initiatives held in FY 2016 to support the cultural diversity plan for Wor-Wic Community College:

Goal 1: The college's cultural diversity committee will ensure progress is being made on the implementation of the cultural diversity plan and continue coordination of multicultural events (see Appendix C for FY 2016 cultural diversity events).

Goal 2: Examine and list community resources related to diverse populations to enhance cultural diversity linkages with the college.

Ms. Karen Mohler, Academic and Disabilities Counselor, coordinated with Dr. Dornell Woolford, Evening and Weekend Administrator, to feature *My Black Bird Has Flown Away*, a play about disabilities by the Hugh Gregory Gallagher Motivational Theater group. In addition, Mohler organized and participated in transitional programming and workshops for high school students with disabilities in Wicomico and Worcester County schools and at Wor-Wic. Further, Ms. Mohler presented for individuals with mental health disorders interested in attending the college and provided information about accommodations. In addition, a tri-county event, "Pathways Night," was held at Wor-Wic for the fifth year in the fall of 2015 to offer postsecondary educational and career options for all students. The event was attended by nearly 500 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 the National Memorial Mall and Smithsonian museums in Washington, D.C. (36 participants). In addition, the club held its annual Veterans Day ceremony on November 10, 2015 (132 participants) and the Memorial Day ceremony on May 21, 2015 (83 participants). In addition, the club holds a pizza-social for veterans to mingle and share military camaraderie (25 participants, monthly)

Dr. Deirdra Johnson, Director of Retention and Student Success, conducted an academic success workshop and campus tour with ninth graders enrolled in the Horizons-Salisbury academic enrichment program. The goal of the program is to provide low income public school students in Wicomico County, Maryland with an intensive academic summer learning program that seeks to transform the lives of students caught in the achievement gap. The program also gives students the tools and support that will assist them in becoming successful, confident students who will be college and career ready. Dr. Johnson served as a volunteer with the Junior Achievement Program at Salisbury Middle School. The Junior Achievement Program fosters work-readiness, entrepreneurship, financial literacy skills, and experiential learning to inspire students to reach their potential. Junior Achievement students develop the skills they need to experience the realities and opportunities of work and entrepreneurship in the 21st century global marketplace. In addition, Dr. Johnson presented a workshop on college readiness to parents of the College Preparation Intervention Program (CPIP). The grant-funded program is designed to improve the academic preparation of economically and environmentally disadvantaged students for college.

Retention and Student Success, Counseling Services, and Student Engagement Offices along with the cultural diversity committee coordinated the “Break the Silence—Sexual Violence Awareness Week” held April 4-7, 2016. The events included a personal protection demonstration where individuals were taught ways to prevent becoming a victim of a crime (11 participants); a clothesline project display that addressed the issue of violence against women by providing a visual way to express their emotions by decorating t-shirts that were hung on a clothesline (25 participants); the “It’s on Us Pledge” that involved the college community pledging a personal commitment to help keep women and men safe from sexual assault (138 participants); and the screening of *The Hunting Ground*, a documentary film about the incidents of sexual assault on college campuses in the United States (33 participants).

Ms. Nicole Buccalo, Director of Student Engagement and the Student Government Association (SGA) advisor, organized programs and events to broaden students’ cultural awareness and understanding (see Appendix D for cultural diversity programs sponsored by the office of student engagement).

Ms. Lori Smoot, Director of Career Services, worked with 14 dislocated workers (12 Trade Act funding and two Workforce in Action funding) from underrepresented populations through the Maryland One Stop Job Market and the Department of Labor, Licensing and Regulation (DLLR) to assist clients with their education goals after being laid off from work. As the credit program liaison, Ms. Smoot also works with approved students to handle their funding, purchase their textbooks, maintain their class schedules each semester as per funding regulations, and process invoices for third-party billing. Ms. Smoot provided career development presentations on career exploration and assessment and counseling to local area middle and high school students. Middle and high school students from the following high school programs participated in the presentations: Somerset County Adult Basic Education Program, Wicomico County Transitional Program, Wicomico Mentoring Project, and Wicomico County At-Risk Program. The director

facilitated a free workshop on preparing an effective resume and job search tips in February 2016 that was open to current students, alumni, and community. In addition, Smoot provided career exploration and information on choosing a major to parents of local middle school students through the College Intervention Preparation Grant: Gear-Up Program. That program was also facilitated in February 2016 and was attended by parents from Bennett Middle School, Salisbury Middle School, and Wicomico Middle School in Salisbury, MD. Further, Ms. Smoot provided career development information to high school students from Worcester County through the Big Brothers Big Sisters organization. The presentation included two different career development presentations in Worcester County at Atlantic General Hospital for 16 junior and senior high school students, which included a discussion on choosing a major, and career exploration. Lastly, a major career services initiative was to provide a job fair that was open to students and the community. The job fair was held March 31, 2016 and hosted 59 employers from all areas of industry. The free event was open to current students, alumni, and community members. Of the 339 job seekers, 185 were community members (55 percent).

Student Support Services (a TRIO grant), is a federally funded Title IV program for economically disadvantaged, learning disabled, first-generation college students. The Student Support Services program serves 140 students and began in the fall 2015 semester (see Appendix E for a breakdown of program students by gender and race).

The division of continuing education and workforce development (CEWD) conducted two training sessions on safely using technology, social media, and the Internet for more than 75 healthcare professionals who work with persons with developmental disabilities at the Maryland Association of Community Services Direct Support and Supervisor Conference in Ocean City. CEWD will host Lower Shore high school students on April 30, 2016 for a Youth Mental Health First Aid summit.

Wor-Wic hosted the second annual Lower Shore Transition & Advocacy Conference in partnership with the Maryland Developmental Disabilities Council and the Somerset, Wicomico and Worcester County school systems. The event included workshops on transitions for youth with developmental disabilities (e.g. navigating the Developmental Disabilities Administration process, advocacy opportunities, managing public assistance benefits while working, etc.).

Goal 3: Expand multicultural events to promote cultural diversity on campus.

The aforementioned list of events (Appendix C) of the cultural diversity committee demonstrated the increase in programming through the use of thematic months, such as African-American History, Women's History, Irish-American Heritage, etc. In addition, the theme "One Nation—Many Voices" was used for the committee's 2015-2016 programming year.

The arts club provides an opportunity for students to discuss, appreciate and examine the cultural arts, including writing, music, drama, and photography. The club sponsored three literary readings during FY 2016 to broaden student exposure to literature: "An Evening with Poet Robert Earl Price" in February 2016 (25 attendees), "A Reading by Writer Kathy Flann" in March 2016 (20 attendees), and the "Celebration of National Poetry Month with Poet Sue Ellen Thompson" in April 2016 (30 attendees).

Annually, the arts club publishes "Echoes & Visions," the college's literary journal which has received national recognition. In 2015, the twenty-seventh issue of "Echoes and Visions" won first place with special merit in its category (publications from junior/community colleges with a student enrollment over 2,501) in the American Scholastic Press Association's Scholastic

Yearbook and Magazine Awards (ASPA). In 2014, the twenty-sixth issue won first place in the same ASPA competition and in 2013, the literary magazine's twenty-fifth anniversary issue won second place in the same category.

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 retention, and the grant was awarded in March 2015. The Inspiring Science, Technology, Engineering and Mathematics Students (I STEMs) program strives to improve the representation of minorities in science, technology, engineering and mathematics (STEM) fields. I STEMs participants included first-year and returning students who have either declared a STEM-related major or who are general studies majors taking at least one 3-credit STEM course. There is no GPA requirement for first-year students in the program; however, returning students must have a GPA of at least 2.0 in order to participate (see Appendices F and G for I STEMs program goals and activities).

Goal 5: Create and implement hiring guidelines that will help search committee members conduct effective interviews that comply with anti-discrimination laws.

The Human Resources Office uses PeopleAdmin, an online application system that allows staff to track applicant demographics to ensure the college is reaching a culturally diverse applicant pool. Data is analyzed to determine if different advertising approaches are necessary to meet the department's goal.

The department uses a combination of recruiting tools to attract minority applicants, including mailings to local minority organizations and the use of affirmative action email through HigherEdJobs.com, which reaches nearly 300,000 minority job applicants. For calendar year 2015, 33 percent of the applicants identified as minority. According to the 2014 U.S. Census Bureau data, 35 percent of Wicomico County is represented by minority groups and 20 percent of Worcester County is represented by minority groups. It appears the college continues to be successful at ensuring its applicant pool is diverse.

The Human Resources Office has an ongoing initiative to review hiring guidelines with search committee chairs during recruitment efforts, and to review all interview questions prior to interviews being held to ensure the questions are legally compliant. To that end, an HR representative meets with each committee chair to discuss the hiring process. Committee members receive tools about acceptable and unacceptable questions, as well as training on PeopleAdmin and various interviewing topics. The office continues to review and modify all interview questions to remove chances of discrimination in the hiring process.

During FY 2015, the Human Resources Office (HR) obtained approval to develop a more formal training and development program for employees that included a leadership track. In addition, approval was also given for the office to provide lead supervisor round table discussions to examine a variety of HR legal and best practice topics, including discrimination prevention in recruiting and employment practices. The round table discussions have been supported by employees; a recent topic was on employee onboarding. In addition, HR continues to offer numerous webinar, work session, and lunch-n-learn training opportunities.

The Human Resources Office also offers training opportunities to help employees understand the definition of discrimination and the laws governing it. All new employees complete the Title IX

On Campus web training during their first few weeks of employment. Employees typically complete the training in the HR office on their first day of work. The training provides information to new employees about Title IX. In the broadest terms, the goal of Title IX is to ensure that all students have an equal opportunity to learn and participate in a safe and respectful school setting. Title IX prohibits discrimination based on sex in education programs and activities that receive federal funding—such as those at school or college. The training also covers sexual harassment, violence, and assault on and off campus. Several key employees attend off-site Title IX trainings that are offered by the Association of Title IX Administrators, Maryland Title IX Consortium, and the Maryland Coalition Against Sexual Assault, to name a few.

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

SDV 102 Cultural Enrichment Experience is a new one-credit course that was submitted to the curriculum committee and approved for the spring 2017 semester.

Two ENG 101 Fundamentals of English I faculty offer an extra-credit opportunity for students to attend a Wor-Wic cultural event and submit a written description. On average, 6-12 students in a class of 22 students took advantage of the opportunity.

FRN 102 Fundamentals of French II was approved by the curriculum committee in FY 2015 and was offered in spring 2016. Seven students enrolled in the course.

The FRN 102 Fundamentals of French II course introduced an assignment to encourage student interaction with native speakers of French. Students could choose from such options as eating at French restaurants or participating in a speaking partners activity with a native speaker of French. Students submitted a critical reflection of the experience. Student comments in the critical reflection indicated the assignment was a worthwhile activity that broadened their cultural perspectives.

Mathematics and Science

The Mathematics and Science Department partnered with the Wicomico County Board of Education on an MHEC College Preparatory Intervention Program (CPIP). Below is an excerpt of the grant narrative submitted to MHEC:

In response to identified challenges facing Wicomico County's students, Wor-Wic Community College and Wicomico County Public Schools seek to develop a partnership to provide activities to students and their parents that will strengthen students' academic engagement; introduce students to a college campus; expand students' knowledge of career options and the academic/degree pathways required for those careers; and, provide parents with the knowledge and tools to encourage and assist their children through the college selection, admissions, and financial aid processes.

Wor-Wic faculty and staff provided leadership for many of the grant's six different STEM Saturday Computer/Tech-Track, STEM-track and parent sessions (three were held on the Wor-

Wic campus). Additionally, two campus tour and career exploration events were held, one in the fall and one in the spring. The grant is also providing funding for a limited number of low income gifted and talented students from Wicomico County to attend a Summer Scholars session. Sample STEM sessions: DNA Fingerprinting and Blood Splatter Analysis; Constructing Your Own Personal DNA Necklace. Sample Computer/Tech-Track: 3-D Printers; Using Scratch to Make Interactive Games & Stories. Sample Parent Sessions: Naviance, Career Exploration, and the College Application Process.

The Mathematics and Science department also partnered with the Girl Scouts of the Chesapeake Bay to host a Saturday STEMfest at the campus in February 2016. The goal was to provide hands-on STEM-related activities and interaction with women in STEM professions to encourage girls to choose and prepare for STEM careers (see Appendix H for Mathematics and Science Department STEMfest outcomes).

The BIO 120: Nutrition course has a student project that asks students to examine healthy eating on a budget. In the BIO 120 online class, one of four class discussions focuses on eating well on a budget and investigating myths about families that rely on food stamps/SNAP. Students are asked to review “It’s Dinnertime – A Report on Low-Income Families’ Efforts to Plan, Shop for and Cook Healthy Meals” from CookingMatters.org (<https://www.nokidhungry.org/cmstudy/>). This report gives statistics to dispel assumptions that low-income American families are frequent eaters of fast food (see Appendix I for Mathematics and Science Department BIO 120: Nutrition online course content).

BIO 101: Fundamentals of Biology students study Henrietta Lacks as part of their studies about how cells reproduce (mitosis). While they learn about the scientific advances made using HeLa cells, they also learn about Henrietta Lacks as a woman and a mother, whose cervical cancer cells were collected without informed consent at a hospital that primarily served disadvantaged members of the African American community in Baltimore, Maryland. Students discuss socioeconomic disadvantages and whether these same experiments could be conducted today.

MTH 152H: Honors Statistics students complete an open-ended hypothesis test assignment where they collect data and test the sample data against a national average. Three of the students’ research questions, which examined sometimes disenfranchised groups, are:

- Does socioeconomic status have an effect on GPA?
- Are Wor-Wic’s Asian students less likely to major in mathematics than the national average?
- Are women more likely to fear flying than men?

Nursing

In July 2015, the nursing department announced the receipt of a \$977, 441 Nurse Support Program II grant to fund a Center for Academic and Career Success in Nursing (CAC SIN). The five-year project administered by the Maryland Higher Education Commission through the Health Services Cost Review Commission is designed to recruit qualified pre-nursing students, retain students through graduation, prepare RN students through graduation, prepare RN graduates for success on their first attempt at licensure examination, encourage more students to pursue an education beyond the associate degree and provide support and resources for them to transition into the health care workforce. The project’s ultimate goal is to increase the number of qualified registered nurses in the local workforce, as well as the number of Wor-Wic graduates

who continue their education beyond the associate degree. Pamela Budd, the project's coordinator, organizes meetings for pre-nursing students and workshops to help those students prepare for their education in the nursing program. In addition, the project will fund preparation exams, a licensure exam boot camp for associate degree graduates, and higher education and career fairs for allied health students to meet with representatives from four-year institutions and area employers. The grant will also provide funds for online testing services, exams, and the boot camp, with a possible \$800 in savings to each student participant. The anticipated outcome is that up to 77 students will be prepared to continue into RN to BSN programs.

In FY 2016, CACSIN administered the National Council Licensure Examination (NCLEX) readiness exam, a maternal/child specialty and practical nurse exit exam to 43 NUR 121 Maternal-Child Nursing students. The CACSIN NCLEX boot camp provided 49 graduating ADN students with an NCLEX-RN review course. The project has also provided 126 other assessment tests to NUR 111 Adult and Mental Health Nursing students. Further, in February 2016, CACSIN and the nursing department held a poster and table display of African American inventors, scientists, and healthcare professionals in recognition of African American History Month. In addition, the department collaborated with the cultural diversity committee to screen a documentary and host a book discussion based on *The Immortal Life of Henrietta Lacks*.

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, and RDT 109 Radiologic Nursing Procedures. 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 a cultural diversity research paper and oral presentation completed in RDT 205 Radiographic Positioning and Clinical Practicum II. The assignment for the cultural diversity paper requires the student to describe how the selected culture copes with surgery, medical procedures and death; customs and practices associated with the selected culture and how each impacts healthcare administration; the religious beliefs related to the selected culture that influence healthcare decisions; identification of taboos or superstitions concerning medicine or treatment specific to the identified culture; and describe who is responsible for making healthcare decisions in the particular culture. In addition to the completion of a cultural diversity paper, students construct a PowerPoint presentation on their specific culture and explain points of interest to the class.

Professional development evaluations assess the student radiographer's adaptability to diverse clinical situations that include patient care interactions. Students must achieve clinical competency on a plethora of imaging exams involving patients of differing age groups and in trauma situations.

Students in RDT 205 Radiographic Position & Clinical Practicum II were required to complete a cultural diversity paper and presentation. Student outcomes reveal the class average for the paper was 85 percent and 89.3 percent on the cultural diversity presentation.

Strategy B: The dean and directors of continuing education and workforce development (CEWD) will develop CEWD courses related to cultural diversity.

The continuing education workforce development division offered multiple courses and initiatives in FY 2016 for English as Second Language populations, workforce training, and other courses that addressed diversity:

For English as a Second Language (ESL) populations:

- CEWD offers the following developmental education courses: Reading for ESL, Listening and Speaking for ESL, Grammar and Writing for ESL.
- The Wicomico County Adult Education Program includes ESL courses.

For workforce training:

- Three Microsoft Excel courses were delivered to employees of Trinity Sterile Inc., a Minority Business Enterprise (MBE) serving the healthcare manufacturing industry in our local area.

Additional CEWD offerings that encourage cultural diversity:

- Conversational Spanish I & II, French I, Community Spanish: Survival Guide for English Speakers
- Seats in credit Spanish I and II classes were provided to CEWD students.
- The following culinary courses were offered: English Afternoon Tea; Fabulous French Pastries; Pasta, Pizza & Pizzazz; Novel Foods of the Caribbean; Tapas, Mezes, Dim Sum; A Taste of the Mediterranean; Artisan and International Flat Breads.

In addition, CEWD provided courses for incarcerated, developmentally disabled, developmentally disabled/at-risk populations (see Appendix J for additional CEWD courses related to cultural diversity).

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 FY 2016, 42 students were involved in service-learning activities at unique sites in the area. During FY 2016, service learning was offered in four face-to-face sections. Forty-two students served a total of 1,520 hours in a local community service (see Appendix J for SOC 101 service learning sites).

References

- 2015 Performance Accountability Indicator Report Indicator #18A: Minority Student Enrollment Compared to Service Area Population: Percent Nonwhite Population.
- 2015 Performance Accountability Report Indicator #19: Percent Minorities of Full-time Faculty.
- 2015 Performance Accountability Report Indicator #20: Percent Minorities of Full-time Administrative and Professional Staff.
- Community College Survey of Student Engagement, 2014 Results
- Employee Data System (employees as of October 31, 2015): Retrieved January 5, 2016.
- Wor-Wic Community College Catalog, 2016-2017.
- Wor-Wic Community College Current Credit Student Marketing Survey Results, Distributed Fall 2014.
- Wor-Wic Community College Employee Satisfaction Survey, 2015.
- Wor-Wic Community College FY 2015 New Credit Student Marketing Survey Results.
- Wor-Wic Community College Graduate Follow-up Survey, 2014 Results.
- Wor-Wic Community College Policies and Procedures Manual: Job Description, Full-time Credit Faculty, Last Modified April 13, 2016.

Appendix A – Crime Reporting Procedures

Policies and procedures regarding campus security, crime reporting procedures, college investigations and sanctions, and prevention and awareness are available on the college website, as well as the college catalog (for students) and the policies and procedures manual (for employees). 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 at the college or at an off-campus, college-sponsored activity, 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. Victims or witnesses can report crimes, or suspicious behaviors or activities, on a voluntary, confidential basis by sending a text message to 50911. The text message should begin with UTIPS, and the date, time, location and description of the incident should be provided in the text.

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 office located in Room 102 of Henson Hall.

In addition to the daily crime reporting log, the Jeanne Clery 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 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. (Wor-Wic Catalog 2016-2017, p. 233-234)

Appendix B – FTE Enrollment and Employees by Classification

Table 3.8

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
2014	2749.13	431	73	187	69	102
2015	2816.74	449	71	204	68	106

FT=Full-time, PT=Part-time, CR=Credit, CE=Continuing Education (Non-Credit)

*Fiscal Year Data

Appendix C – FY 2016 Cultural Diversity Events

Presenter/Display	Date	Topic/Title
<i>September 2015 & Hispanic Heritage Month</i>		
Pam Wood Ballroom Made Simple Salisbury, MD	October 2, 2015	An Evening of Ballroom and Latin Dance Dance Lessons <i>Attendance: 36</i>
<i>October 2015 & National Disability Employment Awareness Month</i>		
Title IX Presenters: Annette Brown, WWCC Director of Counseling Services Dr. Deirdra Johnson, Director of Retention and Student Success and Coordinator of Title IX, Dee Copeland, Trauma Therapist, Life Crisis Center Salisbury, MD	October 7, 2015	<i>The Hunting Ground</i> (Film/Documentary) <i>Attendance: 23</i>
Hugh Gregory Gallagher Motivational Theater Group Easton, MD	October 28, 2015	<i>My Black Bird Has Flown Away</i> (Play) <i>Attendance: 67</i>
<i>February 2016 & African-American History Month</i>		
Robert Earl Price Artist in Residence, Washington College Chestertown, MD	February 16, 2016	Poetry Reading; Co-sponsored with the Arts Club. <i>Attendance: 25</i>
James Cameron Williamsburg, VA	February 18, 2016	“John Rollyson, Free Man of Color” Historical Re-enactor <i>Attendance: 49</i>
<i>The Way of All Flesh</i>	February 9, 17, 25, and 29, 2016	Documentary <i>Attendance: 75</i>
<i>The Immortal Life of Henrietta Lacks</i>	February 20, 2016	Book Discussion <i>Attendance: 12</i>
<i>March 2016 & Women’s History Month, Irish-American Heritage Month, & La Journee Internationale de la Francophonie</i>		
Irish-American Heritage Month Facts and Events Board	March 1-30, 2016	Bulletin Board
Barnes & Noble Bookstore (Wor-Wic) Irish-American Authors Book Display	March 1-30, 2016	Book Display
Presenter/Display	Date	Topic/Title
<i>March 2016 & Women’s History Month, Irish-American Heritage Month, & La Journee Internationale de la Francophonie</i>		
Dr. Robert Mooney Associate Professor of English Washington College Chestertown, MD	March 22, 2016	“The Music of What Happens: Irish-American Narrative as Literature in Exile” Irish Literature

		<i>Attendance: 22</i>
Amadou Kouyate, Memories of African Culture Washington, DC	March 17, 2016	Oral Historian & Musician of West African Music Lecture/Musical Performance <i>Attendance: 46</i>
Mary Ann Jung History Alive, Inc. Arnold, MD	March 23, 2016	“Clara Barton, Red Cross Angel” Historical Re-enactor <i>Attendance: 55</i>
Dr. Michael O’Loughlin Professor of Political Science Salisbury University Salisbury, MD	April 1, 2016	Mike and His Fellow Travelers Concert Irish Band <i>Attendance: 59</i>
<i>April 2016 & National Poetry Month</i>		
Sue Ellen Thompson Salisbury, MD	April 1, 2016	Poetry Reading – focused on family relationships and transgendered daughter Co-sponsored with the Arts Club. <i>Attendance: 30</i>
Break the Silence - Sexual Violence Awareness Week Presenters: Annette Brown, WWCC Director of Counseling Services Dee Copeland, Trauma Therapist, Life Crisis Center Salisbury, MD	April 4-7, 2016	<i>The Hunting Ground</i> (Film/Documentary) <i>Attendance: 16</i>

Appendix D – Office of Student Engagement Cultural Diversity Programming

Event	Date	Topic/Title
The Wong People	February 9, 2016	Chinese Lion Dance <i>Attendees: 150</i>
Nazu West African Dance Company	February 24, 2016	African American History Month <i>Attendees: 11</i>
Barley Juice Duo	March 14	Irish-American Heritage Month <i>Attendees: 40</i>
“Break the Silence—Sexual Violence Awareness Week”	April 4-7, 2016	Title IX and Sexual Violence <i>Attendees: 207</i>
Animaid Café	April 6, 2016	Japanese Culture <i>Attendees: 50</i>
Cherry Blossom Festival Trip	April 16, 2016	Annual Festival <i>Attendees: 48</i>

Appendix E – Student Support Services Program Students

Gender

Female	Male	Total
109	31	140

Race

American Indian or Alaskan Native	African American	Asian	Hispanic or Latino	White	Unknown	Total
2	47	3	4	82	2	140

Appendix F – I STEMS Program Goals

1. Increasing retention/graduation/transfer rates among participants;
2. Improving the understanding of financial aid, financial literacy and scholarship opportunities;
3. Exposing students to individuals and careers in STEM;
4. Strengthening academic success among I STEMS program participants;
5. Enhancing STEM career awareness; and
6. Fostering persistence and academic success

Appendix G – I STEMS Program Activities

Presenter	Date	Topic/Title
Thomas Moskios, Safety Engineer NASA Wallops Island, VA	July 9, 2015	Fundamentals of Rocket Motors
Shelton Handy, Math Teacher Washington High School Princess Anne, MD	October 15, 2015	Teaching Mathematics to High School Students
Dr. Robert Johnson, Jr., Chair of the Department of Mathematics and Computer Science University of Maryland Eastern Shore Princess Anne, MD	November 5, 2015	Data Mining
Latoya Purnell, Loans First Shore Federal Saving & Loans Salisbury, MD	December 4, 2015	Financial Literacy
Dr. Upul Senaratne, Assistant Professor of Physical Science Wor-Wic Community College Salisbury, MD	January 28, 2016	Careers in Environmental Science
Paula Morris, Professor of Practice in Marketing Salisbury University Salisbury, MD	March 24, 2016	Personal Branding
Meredith Hager, Laboratory Technician Perdue Farms Salisbury, MD	April 28, 2016	Poultry Research

The I STEMS grant also supported STEM-related and cultural enrichment trips as listed below:

City	Date	Destination
Washington, DC	October 23, 2015	Smithsonian Museums
Baltimore, MD	March 18, 2016	Baltimore Aquarium

Appendix H – Mathematics and Science Department STEMfest Outcomes

- Fifty-nine Girl Scouts (middle and high school) and 20 parents participated in this year's event. The coordinators anticipate a similar or larger turnout next year based on the success experienced this year.
- Community partners included Salisbury University, NASA Wallops, the UMCES/Horn Point Laboratory, and the Wor-Wic I STEMS program students.
- The Girl Scouts rotated through several hands-on STEM activities using Wor-Wic's lab facilities in Henson Hall (one led by I STEMS program students). The Girl Scouts also participated in a lunch time discussion panel featuring women in STEM and a female chemistry instructor from Wor-Wic.
- The Girl Scouts and their parents were given access to an exhibit room with STEM employers and display boards from Wor-Wic and Salisbury University.

Appendix I – Mathematics and Science Department BIO 120: Nutrition Course Content

Students review the free cookbook “Good and Cheap: Eating Well on \$4/Day” written as part of a graduate project to demonstrate how someone could cook and eat healthy on food stamps or SNAP allowance of \$4 a day (<http://www.leannebrown.com/>). Students in the course also review “Meeting MyPlate Goals on a Budget” from Cooking Matters Partners (<http://cookingmatters.org/MyPlate-on-a-budget>). These documents give students a chance to analyze various misconceptions about eating well requiring more money. In their discussion posts and replies, students are asked to share with each other if this activity may have changed their opinions about low-income families participating in food assistance programs. They also pick some recipes they think they would like to try and describe some tips they learned that they can personally use to improve their own food shopping and meal preparation on a budget. This online discussion activity is directly related to a chapter in their textbook that examines world hunger and malnutrition.

Appendix J - CEWD Courses Related to Cultural Diversity

For incarcerated populations:

- Numerous Eastern Correctional Institution (ECI) adult education classes were offered including Adult Basic Education, Employment Readiness Training, Business Data Processing, and General Education Development.
- Computer training and welding training were provided to inmates at Poplar Hill Pre Release facility.
- ServSafe instruction was offered to incarcerated youth at the Lower Eastern Shore Children's Center and the J. DeWeese Carter Center.
- ServSafe instruction for food handlers and managers was provided to incarcerated men and women at the Wicomico County Detention Center.

For developmentally disabled populations:

- Two computer courses were offered for transitional youth entitled Introduction to Computer Applications and the Internet Part I and Part II as part of a Computer & Office Skills Certificate.
- Transitional youth classes (Financial Literacy and Life Centered Employment and Education) designed for students aged 18 – 21 with cognitive disabilities were held to assist with the transition from school to work and prepare them for career readiness and independent living.
- A sixty-hour certificate for transitional youth entitled Culinary Arts Vocational Life Skills was offered consisting of the following courses: Basic Culinary Art Skills, Essential Culinary Art, and ServSafe Employee Food Safety and Sanitation.
- A thirty-hour course for transitional youth entitled Computer Applications & Office Skills was offered.

For economically disadvantaged/at-risk populations:

- Wor-Wic Community College manages the Wicomico County Adult Education Program, which includes adult basic education, adult secondary education, an external diploma program, and a family literacy program.
- CEWD operates a computer lab for 24.5 hours/week at the One-Stop Job Market and conducts computer skills training for clients of the One-Stop Job Market who are unemployed or lacking computer skills for employment.
- Project Success Culinary Life Skills was provided to economically disadvantaged and at-risk high school youth.
- Through Maryland EARN grants, CEWD provided CNA and welding training to economically disadvantaged individuals.

Appendix K – SOC 101 Service Learning Sites

SOC 101 Service Learning Sites
Another Chance for the Homeless Wicomico County, MD
Community of Joy Men’s Homeless Shelter Wicomico County, MD
Diakonia Homeless Shelter Ocean City, MD
Eastern Shore Pregnancy Center Salisbury, MD
GOLD: Giving Other Lives Dignity, Inc. Snow Hill, MD
Habitat for Humanity Salisbury, MD
HALO: Hope and Life Outreach and Café Salisbury, MD
Hartley Hall Nursing and Retirement Center Pocomoke City, MD
Humane Society of Salisbury, MD Salisbury, MD
Peninsula Regional Medical Center Junior Board Salisbury, MD
Relay for Life--Wor-Wic Community College Salisbury, MD
St. Paul’s United Methodist Church Food Pantry Salisbury, MD
Women Supporting Women Salisbury, MD

Four-Year Public Colleges and Universities



TOPIC: Annual Progress Report: Institutional Programs of Cultural Diversity, 2015-2016

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: May 10, 2016

SUMMARY: Effective July 1, 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. If an institution already has a program of cultural diversity, it is to develop and implement a plan for improving the program. Plans must include an implementation strategy and timeline for meeting goals, a process for reporting campus-based hate crimes and bias-motivated incidents, and a summary of activities or initiatives used by the institution to effectively recruit and retain a culturally diverse student body, faculty, and staff. Institutions are also required to enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff. Each year, each institution shall submit its plan through its governing body for review. By September 1, the governing body shall submit to the Maryland Higher Education Commission (MHEC) a progress report regarding the institution’s implementation of its plan and, as may be appropriate, improvement of its plan.

Statute defines “cultural diversity” as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in postsecondary education. The USM institutions have taken a more inclusive approach to reflect guidance from the Attorney General’s office dated May 15, 2008, that states, “a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of ‘cultural diversity’ solely to racial and ethnic considerations.”

All institutions in the 2015-2016 report cycle are in compliance with the requirements of this statute.

This year, we have provided a substantially changed format for reporting in anticipation of the implementation of a new analytics approach to reporting over the next year. While the new tabular format assists in the summary of the many initiatives underway at our institutions, individual reports more comprehensively describe the extensive work our institutions are undertaking to achieve their goals of diversity and inclusion. Individual institutional reports may be accessed on the agenda for today’s meeting at <http://www.usmd.edu/regents/agendas/>.

ALTERNATIVE(S): The plans are legislatively mandated and must be reviewed by the Board of Regents each year; there is no alternative identified.

FISCAL IMPACT: Fiscal impact is a function of resource needs identified by the institution.

CHANCELLOR’S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2015-2016 Institutional Programs of Cultural Diversity Progress Reports for submission to MHEC by September 1, 2016.

COMMITTEE RECOMMENDATION:

DATE: May 10, 2016

BOARD ACTION:

DATE:

SUBMITTED BY:

Joann A. Boughman

301-445-1992

jboughman@usmd.edu



**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2015-2016**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)
University of Maryland University College (UMUC)

**Office of the Senior Vice Chancellor for Academic Affairs
University of Maryland System Office
May 10, 2016**

USM Annual Progress Report: Institutional Programs of Cultural Diversity, 2015-2016

Background

In 2008, the Maryland General Assembly required higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC) by September 1 of each year. Each USM institution submitted its plan for a program of cultural diversity to the Board of Regents for its initial review and approval in March 2009 and an annual report each year thereafter. This 2015-2016 progress report provides a brief summary of institutional examples of the more detailed institutional progress reports with demographic and participation data on students, faculty, and staff posted on the USM web site. UMCES will present its diversity plan with goals and timeline in the 2016-2017 cycle, as it only recently received approval to grant degrees.

The other eleven institutions have stated goals with focused implementation strategies for achieving diversity among its students, faculty, and staff offering appropriate and ongoing support programs and services and curricular and co-curricular activities. UMCP, UMUC, and TU have chief diversity officers, while BSU, CSU, FSU, SU, UB, UMB, UMBC, and UMES use decentralized approaches to their diversity initiatives consistent with the scale of institutional resources. All institutions provide a range of instruction and training for students, faculty, and staff to promote and sustain cultural competency and a welcoming and inclusive institution climate that fosters positive interaction across the institution. With respect to the recruitment and selection of a diverse faculty and staff, all institutions offer some appropriate form of training to reduce bias and reasonably ensure a diverse pool of applicants for those who serve on search committees, but the institutions recognize their challenges in diversifying the faculty.

All institutions in the 2015-2016 report cycle are in compliance with the requirements of this statute.

This year, we have provided a substantially changed format for reporting in anticipation of the implementation of a new analytics approach to reporting over the next year. While the new tabular format assists in the summary of the many initiatives underway at our institutions, individual reports more comprehensively describe the extensive work our institutions are undertaking to achieve their goals of diversity and inclusion.

Provided in the following four tables are examples of ongoing institutional efforts.

Table 1

Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

Each institution has provided assurances of their commitment to cultural diversity among students, faculty, and staff with recognized challenges in the recruitment and retention of underrepresented faculty, with UMUC having some success, but UMCP demonstrating a decrease in underrepresented faculty retention. Institutions have goals around the improvement of success of underrepresented student groups and articulate plans for curricular and marketing changes to address the gaps. There is clear recognition of the need to improve the campus climate around inclusiveness. Some HBCUs focus on recruitment of non-African American students.

Examples of success: CSU has increased graduation rate by 4%, while FSU and SU have increased minority student enrollment by greater than 50% since the baseline year.

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

TABLE 1

Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

SUMMARY OF ALL USM INSTITUTIONS

	A	B	C	D	E	F	G
	Approved Diversity Plan	Goals and Timetable	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009–2010	Areas of Needed Improvement
BSU	Yes	5 Ongoing goals: FOCUS: –Recruit, retain, and graduate a diverse student body –Recruit, hire, and retain faculty, staff, and administrators from diverse backgrounds	–Expand the scope of recruitment activities to include underrepresented (race/ethnic) undergraduates –Expand the scope of recruitment activities for faculty, staff, and administrators to include resources linked to the discipline and/or the profession	–Recruit, retain, and graduate a more diverse undergraduate student body –Recruitment and retention of a more diverse employee population –Ensure a welcoming and respectful work and learning environment	Annual	–Increase the proportion of non-African American students by 1% annually –Increase the proportion of non-African-American employees by 2 percentage points by 2018	–On track to meet goal –On track to meet goal
CSU	Yes	5 Ongoing goals: FOCUS: –Increase college completion rates –Emphasize special programs and services to support student success	–Continue support for First-Year Experience for freshmen and sophomores –Use technology for more efficient assessment systems	–Emphasis on cohort services, academic, and support programming for retention and graduation	Annual	–Graduation rate improved from 14% to 18%	–Better use of best practices –Sustained funding of initiatives –Upgrade PeopleSoft business solutions
FSU	Yes	5 Ongoing goals: FOCUS: –Recruit, retain, and graduate minority students –Enhance cultural diversity of faculty and staff	–Target marketing to underrepresented students –Streamline hiring process for African American faculty and staff	–Recruit and enroll underrepresented students –Recruit and retain more diverse faculty and staff	Annual	–54.9% increase in minority student enrollment from fall 2009–fall 2015 –Minority faculty and staff static fall 2009–fall 2015	–Develop assessment plan for comprehensive evaluation of institutional effectiveness in meeting diversity goals

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

TABLE 1
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

	A	B	C	D	E	F	G
	Approved Diversity Plan	Goals and Timetable	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009–2010	Areas of Needed Improvement
SU	Yes	<p>3 Ongoing goals: FOCUS: –Educate students for campus, career, and life –Academic programming</p>	<p>–Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals –Increase the diversity of students, faculty, and staff</p>	<p>–Support curricular innovation to meet changing individual, societal, workforce needs –Ensure undergraduates have opportunities to participate in enriching experiences outside the classroom that will promote engaged citizenship</p>	Annual	<p>–From base year 2009-2010, 50.2% increase in minority undergraduate student enrollment and 63.0% increase in minority graduate student enrollment</p>	<p>–Continue efforts to recruit a group of students who more closely reflect the diversity present at the state level</p>
TU	Yes	<p>5 Ongoing goals: FOCUS: –Recruit and retain underrepresented student populations –Enhance recruitment and retention of underrepresented faculty and staff</p>	<p>–Center for Student Diversity efforts to support students from diverse backgrounds –Enrollment Management working closely with community partners to bring students from targeted schools to campus for visits –Academic and Student Affairs units provide support to students</p>	<p>–Foster campus climate for underrepresented populations –Public schools in Baltimore City, Baltimore County, Prince George’s County, and on the Eastern Shore –First generation, low income students from underrepresented populations</p>	Annual	<p>–Fall 2014-Fall 2015 5% increase in students from underrepresented populations</p>	<p>–Additional cultural competency programming under development –Added bilingual recruiter in enrollment management</p>
UB	Yes	<p>3 Ongoing goals: FOCUS: –Increase veterans, immigrants, Hispanic, and Asians students</p>	<p>–Add dedicated personnel for veterans –Expand outreach for city’s and region’s Hispanic and Asian populations –LSAT Award Program to help underrepresented students prepare for the LSAT</p>	<p>–Hispanics –Increase diversity of students in Law School and international students</p>	Annual	<p>–Hispanic students doubled from 2.4% in 2011 to 5.5% in 2015 –Increase in minority students from 16% in 2007 to 28% in 2015</p>	<p>–Need campus climate survey –Continue to refine and enhance culture and diversity visibility –Secure permanent positions to expand recruitment and retention</p>

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

TABLE 1

Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

	A	B	C	D	E	F	G
	Approved Diversity Plan	Goals and Timetable	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009–2010	Areas of Needed Improvement
UMB	Yes	<p>3 Ongoing goals: FOCUS: –Promote commitment to diversity and inclusion –Enhance environment to ensure D&I –Promote cultural competence for faculty, staff, and students</p>	<p>–Establish diversity and inclusion distinguished fellow to develop and operationalize novel Diversity Advisory Council initiatives –Offer cultural competency training program for faculty and staff</p>	<p>–Entire university community inclusive of senior administrators, faculty, and staff</p>	Annual	<p>–Candidates for distinguished fellow being interviewed –Climate survey underway –Ongoing efforts to diversify faculty</p>	<p>–Faculty diversity in several UMB’s schools –Faculty and staff training in cultural competency will continue to be focus in next UMB strategic plan</p>
UMBC	Yes	<p>4 Ongoing goals: FOCUS: –Ensure access to educational and employment opportunities for a diverse student, faculty, and staff population –Provide conditions for personal success and culture of safety, inclusion, and respect</p>	<p>–Increase representation of underrepresented minority students from Baltimore County and Baltimore City</p>	<p>–Interfolio: An online faculty search software that assists in improving faculty diversity recruitment efforts –Faculty Search Committee Implicit Bias Training –UMBC–STRIDE: Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence</p>	Annual	<p>–Center for Women in Technology served 99 scholars – up from 83 scholars in 2014 (68% are women, compared to 53% women last year) –Meyerhoff Graduate Fellows Program underrepresented student enrollment has grown from 76 students in 2014 to 81 students in 2015</p>	<p>–Nominations for and applications from Baltimore County and Baltimore City students</p>

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

TABLE 1

Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

SUMMARY OF ALL USM INSTITUTIONS

	A	B	C	D	E	F	G
	Approved Diversity Plan	Goals and Timetable	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009–2010	Areas of Needed Improvement
UMCP	Yes	13 Ongoing goals: FOCUS: –Recruit and retain diverse faculty and staff –Recruit, retain, and graduate diverse student body	–Family–friendly policies –Networks for women and faculty of color –Outreach and pipeline programs for students	–Recruit and retain diverse faculty –Recruit, retain, and graduate diverse student body	Annual	–Decreased %age of T/T-T Black faculty from 4.8% to 4.1% –Increased %age of T/T-T Hispanic faculty from 3.3% to 3.8% –Percentage of T/T-T women increased from 31% to 32%	–Continued attention to support for retention and promotion and to build departmental cultures of inclusion –Aggressive focus on hiring Black faculty –Continue to aggressively recruit underrepresented minority undergraduates and graduates
UMES	Yes	3 Ongoing goals: FOCUS: –Access for non-African American students –Building and maintaining a diverse faculty and staff	–Using recruiting sources geared toward a diverse applicant pool –Encourage current staff members to network with friends and family to apply for open positions for which they qualify	–Recruit and retain diverse students, faculty, and staff –Retention of non-African American administrators	Annual	–Increased number of new non-African American students entering as freshmen and transfers by 11% –Increased first-year retention rate for non-African American students by 5 percentage points –Increased non–African American FT administrators from 11 to 28	None cited
UMUC	Yes	5 Ongoing goals: FOCUS: –Increase # of underrepresented groups –Offer regular diversity training and programs to faculty and staff –Maintain formal institutional diversity communication and marketing plan	–Expanded external marketing to reach underrepresented populations –Multicultural training unit has added an assistant director –Added online database for those outside DC Metro area –Monthly heritage and cultural events are offered to students, faculty, and staff	–Students, faculty, and staff –Provide workshops	Annual	–African-American faculty has increased by 9% –Diversity training has expanded to six face-to-face workshops and five online modules	None cited
UMCES	The University of Maryland Center for Environmental Science recently received accreditation to grant degrees. Therefore, it is in the process of developing a Plan for its Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016–2017 report on Programs of Cultural Diversity.						

Table 2

Description of Way Institution Addresses Cultural Diversity among its Students, Faculty, and Staff

It is woefully inadequate to use only this tabular format to summarize the vast array of programs in which institutions are engaged to promote cultural diversity, but while we transition to the use of the analytics approach to measure success of interventions, institutions have responded by listing some of their most important methods for recruitment and retention, cultural sensitivity training, administrative processes and structures, and targeted programs.

Some institutions utilized cultural climate surveys and many have a wide variety of courses available for students. The larger institutions have specific diversity offices or officers, while others (most specifically UMBC) have integrated the diversity and inclusion processes and activities across all sectors of the Institution. Human Resources and Student Affairs are primary resources for all institutions in their development and implementation of programs.

Every institution is making concerted efforts to improve the cultural sensitivity of faculty, staff, and students, and the initiation of the System-wide Diversity Council will help us demonstrate best practices to share across institutions. The PROMISE program (a joint venture between UMBC, UMCP, and UMB) stands out as a success in recruiting and retaining underrepresented minorities in graduate programs, especially in STEM areas of concentration.

While the USM should be proud of its focus on these issues, much work remains in both the assessment of the success of individual programs and the broader adoption of interventions that have proven successful.

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity
TABLE 2

Description of Way Institution Addresses Cultural Diversity Among Its Students, Faculty, and Staff
SUMMARY OF ALL USM INSTITUTION

	A	B	C	D	E
	Recruitment and Retention of Underrepresented Students, Faculty and Staff	Creates Positive Cultural Interaction and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instructions for Training for Students, Faculty and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
BSU	<ul style="list-style-type: none"> –Enrollment Management Plan establishes enrollment targets for various student groups –Admission's Office has the primary responsibility for recruiting a diverse new (first-time to college and transfer) student population –Academic departments and college deans have the primary responsibility of attracting a diverse pool of qualified faculty in accordance with Human Resource guidelines 	<ul style="list-style-type: none"> –Several academic departments have secured grant funding to promote diversity in the workforce –Co-curricular activities focusing on cultural diversity are provided each term –Student Affairs Division continues to support a wide variety of student groups 	<ul style="list-style-type: none"> –Student leaders participate in leadership development programs that include a cultural diversity component –Several academic programs have cultural diversity incorporated directly into the curriculum 	<ul style="list-style-type: none"> –The Equity Compliance Office is responsible for addressing issues related to discrimination, harassment and other equity issues –Human Resources provides new employee orientation which includes diversity training –Cultural diversity training is also offered to continuing employees on a periodic basis 	<ul style="list-style-type: none"> –Programming and training are targeted to all full-time faculty and staff. All students are encouraged to participate in co-curricular programming
CSU	<ul style="list-style-type: none"> –Student Academic Success Academy for incoming freshmen –First Year Experience -- incoming freshmen, sophomores, juniors, seniors –Freshmen Male Initiative - incoming freshmen 	<ul style="list-style-type: none"> –Counseling Center for Student Development conducts workshops, individual counseling, and programming for international students and faculty 	<ul style="list-style-type: none"> –Customer service training, included sensitivity for race, ethnicity, sex, sexual orientation, etc. –HR workshops on sexual harassment and on other topics as needed 	<ul style="list-style-type: none"> –Human Resources –Curriculum Policy and Standards Committee –Graduate Council 	<ul style="list-style-type: none"> –Programs listed in Column A
FSU	<ul style="list-style-type: none"> –Partnering with other institutions to increase recruitment and retention of underrepresented minorities enrolled in graduate school –Requiring search committees for faculty and staff to assign a member to the committee to ensure that minority outreach is a priority 	<ul style="list-style-type: none"> –Establishing and offering Crisis–Response Conversations for students, faculty, and staff 	<ul style="list-style-type: none"> –Courses from African American Studies Program –Diversity Retreat each fall for students –PROMISE Workshop for enhancing faculty understanding of diversity in doctoral and postdoc education 	<ul style="list-style-type: none"> –Center for International Education –The President’s Leadership Circle –Retention Committee –Advisory Council on Retention 	<ul style="list-style-type: none"> –Disability Support Services to support through graduation –Review policies and procedures to increase retention –Apply Predictive Analytics Reporting

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

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SU	<p>–Partner with several college access groups that assist diverse students with the college process; admission and scholarships are available to those students that meet the criteria</p>	<p>–Curricular initiatives that promote cultural diversity in classroom –Co-curricular programs and events for students</p>	<p>–Variety of efforts that use cultural sensitivity instruction and training for students, faculty, and staff</p>	<p>– Administrative Units: • Multicultural Student Services (Student Affairs) – School-Level Structures: • Fulton School’s Fulton Public Humanities Initiative</p>	<p>–Educate students for campus, career, and life • General Education Review Steering Committee • Enrollment Master Plan • Center for Student Achievement • Living Learning Communities • Math placement initiatives • Mid-semester reporting and advising initiatives • Office of Student Disability Support Services • TRiO ACHIEVE Student Support Services • Writing Center • English Language Institute</p>
TU	<p>–College Readiness Outreach Program recruitment pipeline to increase college enrollment among first generation, low-income, Baltimore City public high school students –Encourage retention by creating an inclusive and supportive environment for LGBTQIA students –Employment manager created Staff Employment Diversity Taskforce –Vacancy announcements for faculty and librarian positions are reviewed prior to posting to ensure equity</p>	<p>–Integrate a college prep curriculum for underrepresented populations within Baltimore City Schools</p>	<p>–Interview pool is reviewed and approved by Vice Provost and Assistant to the President for Diversity –Where diversity is lacking, additional outreach/review may be required</p>	<p>–The Office of Diversity and Equal Opportunity, Center for Student Diversity, Baltimore City public high schools –Office of Human Resources: –Office of the Provost, Office of Diversity & Equal Opportunity</p>	<p>–3 schools identified for a college readiness curriculum to ninth grade students –Established taskforce to engage hiring managers as advocates for diverse and inclusive search processes –Will continue to implement outreach efforts in order to diversity source</p>

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UB	<ul style="list-style-type: none"> –Recruiter position with a dedicated focus on Hispanic students –Two-week summer program to help underrepresented students develop academic skills needed in Law School –Fannie Angelo’s Program selects eight Baltimore Scholars from HBCU’s to attend the UB School of Law with full tuition as well as LSAT Award Program (LSAT prep) –Safe Space Program for LGBTQIA student 	<ul style="list-style-type: none"> –Diversity Dialogue Series –Holidays Around the World Program –Student Affairs launched the Transgender Issues Work Group which includes faculty, staff and students from across the university 	<ul style="list-style-type: none"> –Support for LGBTQIA students –Safe Space Ally Training that program seeks to establish a viable network of UB Allies –Title IX training for all faculty, staff, and students 	<ul style="list-style-type: none"> –President’s Office –Division of Student Affairs –Career and Professional Development Center –Diversity and Culture Center –BMALE Program –Enrollment –HR in all four colleges 	<ul style="list-style-type: none"> –Strategic plan overall leadership –Diversity and Culture Center (all students) –Student with disabilities –Veterans Center –Targeted admissions and retention initiatives –Curricula and targeted programming and MOUs –Faculty and staff recruitment
UMB	<ul style="list-style-type: none"> –Used as an annual assessment of where the University should focus its minority/gender recruitment efforts for faculty and staff –School of Medicine uses information from the American Medical Colleges for its availability pool and compared to the general population of available faculty 	<ul style="list-style-type: none"> –President’s Symposium and White Paper Project focusing on cultural competence in 2015-2016 	<ul style="list-style-type: none"> –Safe Space Training Workshop on how to be supportive of LGBTQ –Student Affairs staff training –American Sign Language training 	<ul style="list-style-type: none"> –President’s Diversity Advisory Council –Office of Accountability and Compliance –Diversity and Anti-Oppression Committee 	<ul style="list-style-type: none"> –The Graduate School is part of the tri-campus PROMISE grant, intended to increase significantly the number of minority (Black, Hispanic, American Indian) students receiving doctoral degrees in STEM
UMBC	<ul style="list-style-type: none"> –Returning Women Students Scholars + Affiliates Program –Transfer Student Alliance Program: For students attending one of five major feeder community colleges (CCBC, AACC, MC, HC and PGCC) who will be earning the associates degree and transferring to UMBC to complete the baccalaureate degree –Postdoctoral Fellows for Faculty Diversity 	<ul style="list-style-type: none"> –The scholarship program provided approximately \$54,000 in financial aid to students throughout 2015-16. –Women’s Center provides support to affiliates of the program who are provided the same benefits of the scholarship program to include semester orientations, 1-1support, and monthly workshops 	<ul style="list-style-type: none"> –Women’s Center staff works with other offices to advocate for the unique needs and experiences of nontraditional students and student parents 	<ul style="list-style-type: none"> –Women’s Center partners with Office of Institutional Advancement, scholarships and financial aid, admissions, Student Business Services, and academic advising to support students 	<ul style="list-style-type: none"> –Non-traditional undergraduate women over the age of 25 (many student parents) –Postdoctoral Fellows: A two-year program to support promising recent Ph.D. recipients committed to diversity in the academy and prepares them for possible tenure-track appointments at UMBC

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UMCP	<ul style="list-style-type: none"> –Incentive Awards Program supports recruitment/retention of economically disadvantaged students from Baltimore City and Prince George’s County –NSF-funded ADVANCE Program focuses on retention and advancement of women and faculty of color using peer networks, data collection and policy initiatives –Equity administrators support and monitor faculty/staff to ensure diverse candidate pools and fair, inclusive equitable search and selection processes 	<ul style="list-style-type: none"> –Multicultural Involvement and Community Advocacy work with more than 100 cultural student organizations –Celebration of history/heritage theme months –LGBT Equity Center –Rise Above Isms –Mini-Grants of up to \$750 for student organizations to develop programs that foster exploration of identity and dialogue across difference 	<ul style="list-style-type: none"> –Diversity and inclusion training with faculty, staff and students, including sessions with deans and department chairs on creating inclusive departments and implicit bias –Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff and faculty –Intergroup Dialogues engage students in difficult dialogues D&I 	<ul style="list-style-type: none"> –Chief Diversity Officer and the Office of Diversity & Inclusion –Diversity Advisory Council –4 President’s Commissions on Disability Issues, Ethnic Minority Issues, LGBT 	See list of programs in Column A
UMES	<ul style="list-style-type: none"> –Participation in Northern NJ Hispanic Fair, National Hispanic College Fair, Eastern Shore Youth Summit and College Fair for foster youth. –The School of Pharmacy and Health Professions leverages relationships of current faculty and staff to recruit new faculty and staff in the region and nation. 	<ul style="list-style-type: none"> Infusion of cultural themes into instruction. To date, the more than 40 general education and discipline-related courses have provided students with opportunities to learn about and develop an appreciation for cultural diversity, diverse cultures and international perspectives. 	<ul style="list-style-type: none"> –Safe Zone Training provided by the Counseling Center and the Office of Residence Life to train staff members on issue concerning the LBGTQ community 	<ul style="list-style-type: none"> –Title IX coordinator and Acting Equity and Compliance Officer 	<ul style="list-style-type: none"> –Latino Student United is designed to provide increased mentoring and support

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UMUC	–Diversity linked job postings	–All postings include references and information related to UMUC's EEO policy and Diversity and Equity Office –Variety of publications used	–Sample provided to interviewers upon request	–Includes Diversity and Equity Office, Human Resources, and the Marketing Office	–Diversity linked job postings are posted in Indeed.com, Simply Hired, and Ad hoc postings –Sourcing, LinkedIn, Washington Post
UMCES	The University of Maryland Center for Environmental Science recently received accreditation to grant degrees. Therefore, it is in the process of developing a Plan for its Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016–2017 report on Programs of Cultural Diversity.				

Table 3

Efforts to Create Positive Interactions and Awareness among Students, Faculty, and Staff

This table very briefly summarizes the many programs, courses, and areas of focus in which institutions are engaged in to improve the diversity of faculty, staff, and students, as well as to bring awareness of the importance of these issues to the forefront in our institutions.

Some institutions have had retreats for various groups, and through the year, we will review the success and impact of those discussions to determine the possible adoption of successes by other institutions.

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TABLE 3

Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff

SUMMARY OF ALL USM INSTITUTIONS

	A	B	C
Institution	Provides Cultural Diversity Instruction & Training of Student, Faculty, and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom	Provides Co-Curricular Programs and Events for Students
BSU	<p>–The Office of Equal Employment Opportunity Programs is charged with ensuring compliance with the University’s Affirmative Action Plan; Title IX, including implementation of 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</p> <p>–Instructional strategies for infusing cultural diversity in the curriculum are presented at fall and spring Faculty Institutes</p>	<p>–The Psychology Department, Social Work programs, College of Education, and Department of Counseling have developed and implemented plans for preparing students for leadership in a global community, group projects and research, curricular that encompasses cultural competency, and support for special education teachers</p>	<p>–<i>Cultural Organizations:</i> African Student Association, United Caribbean Association, La Familia Espagnola, and Muslim Student Association</p> <p>–<i>LGBTQ Organization:</i> Eyes Wide Shut</p>
CSU	<p>–The Counseling Center for Student Development conducts workshops annually for students, faculty, and staff. Individual counseling is also provided for international students to help with assimilation and understanding of cultural issues</p> <p>–Human Resources conducts annual workshops to faculty and staff on customer service; helps with retention, and understanding a myriad of diversity issues</p>	<p>–Curriculum Policy and Standards Committee - Reviews existing and approves new academic programs to ensure that diversity is in each course offering.</p>	<p>– Institution-Wide Lecture Series and Brown Bag Seminars by department</p>
FSU	<p>–National Coalition Building Institute training: Offered by the NCBI and the Diversity Center for students, faculty, and staff. Students trained through the NCBI Institute will join faculty and staff as facilitators of the NCBI-Introductory Diversity Workshop required for all freshman students in mandatory freshmen orientation course</p>	<p>–Introduction to Higher Education is a required orientation course for all freshmen. Students must participate in university programs. While some programs are required, students can choose from a variety of options offered, including:</p> <ul style="list-style-type: none"> • The National Coalition Building Institute Introductory Workshop, which promotes diversity education, understanding and awareness of intercultural differences; Relating, Dating and Communicating; Speak Up!: students can share their thoughts on different scenarios in which bystander intervention has the potential to mitigate incidences of sexual violence 	<p>–Diversity Retreat: A weekend-long retreat event held by the Diversity Center and financially supported by the Black Student Alliance. It has as a center piece a full-day, “Building Community through Deeper Connections Diversity Workshop”</p>

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Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff

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Institution	Provides Cultural Diversity Instruction & Training of Student, Faculty, and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom	Provides Co-Curricular Programs and Events for Students
SU	<p>–Through the Office of Institutional Equity, the following programs were offered to faculty, staff, and students:</p> <ul style="list-style-type: none"> • Maryland Coalition Against Sexual Assault’s Eastern Shore Regional Training: daylong training focused on sexual violence prevention and response on campus, particularly, survivor–centered responses to reports of sexual violence. • Exploring the Needs of LGBTQ Students: Concepts and Considerations: webinar exploring some of the needs facing our LGBTQ+ students and addressing important skills needed to create a safe, welcoming, and inclusive environment for all students 	<p>Fulton School of Liberal Arts:</p> <ul style="list-style-type: none"> –History: new faculty hires with expertise in African history, South Asian history and East Asian history –Anthropology: track and minor offering –Interdisciplinary Studies: creation of one credit, pass–fail topics course entitled “Interrogating Inequality” attracted 50+ students –Psychology: diverse faculty hire with expertise in the growing field of Multicultural Psychology –Modern Foreign Languages: The course “Spanish for Heritage Speakers” has been designed to improve the writing and speaking skills of our Latino/Hispanic students on campus 	<ul style="list-style-type: none"> –African American History Month: planned collaborative effort between Multicultural Student Services and departments of English and history. Planning meetings are held to identify programs and activities that are in line with the national theme –Enlightened Perspective Series: regular series that brings diverse topics to campus for discussion. Presenters are leading scholars in their field. Salisbury University Alumni with terminal degrees are utilized when possible
TU	<ul style="list-style-type: none"> –UG Core Curriculum requirements mandate that students successfully complete a course in Diversity and Difference. –Speak Up! Program, administered by the Office of Diversity & Equal Opportunity (ODEO); ODEO supports TU’s diversity and inclusion initiatives. Participation in Speak Up! workshops provides members of the campus community with the tools necessary to challenge everyday bigotry. –President’s Leadership Institute –Staff, ODEO, Goal– Heighten awareness and appreciation for equity, diversity and inclusion and the role that institutional leaders play in assisting TU to actualize the university’s diversity mission and vision 	<ul style="list-style-type: none"> –Wide array of courses in each college in which students: <ul style="list-style-type: none"> --“discuss some of the ways in which group distinctiveness is defined in social context” --“demonstrate understanding of a perspective other than their own” --“present and respond to a position with which they differ in a fair and balanced argument” --“define at a general level some of the challenges and opportunities presented by the existence of diversity and difference” and --“articulate their own outlook in relation to the topics discussed and to make explicit their associated beliefs and assumptions” 	<ul style="list-style-type: none"> –Speak Up! Program: 263 faculty, staff, and students participated in Speak Up! workshops in 2015. Train-the-trainer sessions were offered. 95% of Speak Up! participants (243 completed evaluations) recognized the impact of not speaking up and reported gaining the skills to be able to effectively address bigotry. –President’s Leadership Institute - Staff, ODEO, 20 staff members participated in five programs including taking the Intercultural Development Inventory that places an individual on a continuum scale of cultural competency and provides a plan to advance to the next level of competency

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

TABLE 3

Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff

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Institution	Provides Cultural Diversity Instruction & Training of Student, Faculty, and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom	Provides Co-Curricular Programs and Events for Students
UB	<ul style="list-style-type: none"> –All new Student Affairs staff complete online tutorials to better assist students with disabilities, veteran and military students and students who may be in mental distress. 	<ul style="list-style-type: none"> –Over 100 courses that address diversity and culture in all four of the colleges and General Education; of note is the Common Read chosen for all sections of the Sophomore Seminar “The Immortal Life of Henrietta Lacks” 	<ul style="list-style-type: none"> –MFA Reading Series brings a diverse array of writers to campus –Division of Legal, Ethical, and Historical Studies exhibit on “The Baltimore Cultural Arts Program, 1964-1993”
UMB	<ul style="list-style-type: none"> –Safe Space Training, ongoing throughout the year –American Sign Language, ongoing throughout the year. –Taboo Topics: An ongoing conversation about race, ethnicity and culture, ongoing throughout the year –Student Affairs Staff Diversity and Inclusion Training, ongoing throughout the year 	<ul style="list-style-type: none"> –Freddie Gray’s Baltimore: Past, Present, and Moving Forward –Civil Rights with Persons with Disabilities Clinic –Health and International Human Rights Seminar 	<ul style="list-style-type: none"> –Co-curricular programs and events for students such as: <ul style="list-style-type: none"> --The President's Symposium & White Paper Project: Olivia Carter-Pokras, Ph.D., 9/2015 --Aquí Se Habla Español: Language as the Primary Cultural Expression of Latinidad with Frances Ramos-Fontan, 9/2015
UMBC	<ul style="list-style-type: none"> –Women's Center trainings and workshops –Two part Diversity Workshop each summer for incoming students with expert/consultant 	<ul style="list-style-type: none"> –Offer <i>Race, Science, and Society</i> course each summer for incoming students 	<ul style="list-style-type: none"> –Women’s Center offers various workshops and trainings throughout the year. Workshops and trainings, which are generally created for a student audience, can be tailored to meet the needs of faculty and staff. Relevant workshop topics include micro-aggressions and supporting diverse survivors of sexual violence –The Supporting Survivors of Sexual Violence: Cultivating a Survivor-Responsive Campus workshops offered to faculty and staff specifically 4 times a year or by request for students it is offered twice a year and by request –Seminar Series with speakers from diverse population and/or work to increase diversity within STEM

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Institution	Provides Cultural Diversity Instruction & Training of Student, Faculty, and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom	Provides Co-Curricular Programs and Events for Students
UMCP	<ul style="list-style-type: none"> –Office of Diversity & Inclusion training with faculty, staff and students, including sessions with Deans and Department Chairs on Creating Inclusive Departments and Implicit Bias –Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff, faculty and students 	<ul style="list-style-type: none"> –General Education Diversity Requirement of 2 courses and at least 4 Units –Teaching and Learning Transformation Center’s inclusive teaching workshops with faculty and graduate assistants 	<ul style="list-style-type: none"> –Multicultural Involvement and Community Advocacy, including work with more than 100 cultural student organizations and celebration of history/heritage theme months –LGBT Equity Center including intersectional programming that addresses LGBT students of color
UMES	<ul style="list-style-type: none"> –Human Resources provides training on topics such as anger management, conflict resolution, workplace civility, sexual harassment and misconduct and effective leadership strategies for staff and supervisors. 	<ul style="list-style-type: none"> –There has been an increase in the number of courses focused on African American culture. African American Literature has been split into two courses; thus, allowing for greater breadth and depth of study. Additionally, two elective courses that focus on African American culture are offered: African American Cinema and African American Theater 	<ul style="list-style-type: none"> –The Office of University Engagement & Lifelong Learning organizes programming and service learning opportunities so students can engage in the community all while developing leadership skills
UMUC	<ul style="list-style-type: none"> –Diversity Awareness minor 	<ul style="list-style-type: none"> –The minor is offered as part of the behavioral sciences curriculum offered by the undergraduate school. Students learn about diversity in the community, corporate structure, and its impact on their day-to-day lives 	<ul style="list-style-type: none"> –Diversity Awareness minor and courses
UMCES	<p>The University of Maryland Center for Environmental Science recently received accreditation to grant degrees. Therefore, it is in the process of developing a Plan for its Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016–2017 report on Programs of Cultural Diversity.</p>		

Table 4

Institution has a Process for Reporting Institution-Based Hate Crimes

Eleven of 12 institutions have a process for reporting institution-based hate crimes. UMCES will report in the 2016-2017 cycle.

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TABLE 4

Institution has a Process for Reporting Campus–Based Hate Crimes

SUMMARY OF ALL USM INSTITUTIONS

11 of 12 institutions have a process for reporting campus-based hate crimes.

The **University of Maryland Center for Environmental Science** recently received accreditation to grant degrees. Therefore, it is in the process of developing its Plan for Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016-2017 report on Programs of Cultural Diversity

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 (Table 1)

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 offices of 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. Below are the overarching goals for cultural diversity. Metrics for each are described in detail in Table 1.

1. Infuse international and diversity awareness in the curriculum (Academic Affairs)
2. Expand co-curricular programs that promote diversity awareness (Student Affairs)
3. Recruit, retain and graduate a diverse student body (Academic Affairs)
4. Recruit, hire and retain faculty, staff and administrators from diverse backgrounds (Administration and Finance and Executive Vice President and General Counsel)
5. Maintain a campus climate that respects and values diversity (Cabinet)

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 and subsequent surveys indicate that faculty, staff and students agree that the University values diversity.

Approaches to Addressing Cultural Diversity Among its Students, Faculty, and Staff (Table 2)

Students

The 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 by a 1.0% annually. Between fall 2014 and fall 2015, the percentage of non-African-American students increased from 17 percent to 18 percent. The non-African-American undergraduate student population grew from 13 to 14 percent. The non-African-American graduate student population grew from 30 percent to 34 percent due to an increase in students from foreign countries, most notably Saudi Arabia, India, Nigeria, Cameroon, Pakistan and Turkey, often in the STEM disciplines. 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.

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. In fall 2014, 20 percent of full-time staff were non-African-American. This percentage has been fairly consistent since 2008. During FY 2015, the University hired 38 contractual and regular employees. This percentage included 29% of employees from diverse backgrounds.

The Office of Human Resources continued diversity training for the Office of Residential Life. 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) is charged with ensuring compliance with the University's Affirmative Action Plan; Title IX of the Education Amendments of 1972, including implementation of 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. These areas of compliance support and promote the University's efforts to recruit and retain a diverse employee and student population across protected and historically underrepresented populations.

In the area of Title IX compliance, the university implemented its policy on Sexual Misconduct which reaffirms the university's commitment to maintaining an academic and work environment free from discrimination on the basis of sex. The policy on Sexual Misconduct consolidates and clarifies previous misconduct policies and sets forth procedures for the prompt and fair investigation of complaints. The University's EEO Officer serves as Title IX Coordinator and received extensive training in Title IX. In addition, members of the Student Conduct Board received specific training in conducting hearings in sexual assault cases. To ensure affirmative action and equal opportunity compliance, the OEEOP continued 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 employee disability accommodation process and hiring.

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, Maryland Workforce Exchange, Department of Rehabilitative Services, Maryland Department of Veteran Affairs, the Chronicle of Higher Education and discipline specific sites. The Office of Equity and Compliance and the Office of Human Resources worked collaboratively to provide an EEO briefing to the Faculty Search Committees. Seventy percent of the fall 2015 full-time faculty were African-American.

Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff (Table 3)

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 efforts BSU employs to create a welcoming campus climate. Bowie State University offers many courses and academic programs that support cultural diversity. These courses and programs were described in detail in Table 3. 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.

In addition to curricular content, a number of departments support student associations whose missions are to create and promote a deeper understanding of cultural diversity. Table 3 provides a few examples of international awareness.

A number of units on campus offer programming to increase cultural awareness including the Center for Global Engagement, the Office of International Programs, the International Student Office, the Gender and Sexual Diversities Resource Center, the Counseling Services Center and Disabled Student Services office.

A number of programs in the Student Affairs Division are offered annually to promote cultural diversity. Recognized student organizations at Bowie State University reflect the diverse nature of our student body. These organizations include: cultural organizations, LGBTQ organizations, religious organizations, women's organizations and men's organizations. Additionally, a number of student-focused events are held on campus to promote cultural diversity.

Process for Reporting Campus-Based Hate Crimes (Table 4)

Bowie State's campus police investigate the potential criminal aspect of hate crimes. The Cleary Act report describes in detail campus police processes for hate crime and other related activities.

<http://www.bowiestate.edu/files/resources/clery-2014-2015-final-report-3.pdf>

The Equity Compliance Office (EEO and Title IX) investigates potential internal policy violations. Further detail can be found at <http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/>.

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. The combination of these activities uphold Bowie State University as an institution that has a welcoming climate for diversity.

Demographic Data:

Students

	Baseline: 2008-2009				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4747	85%	1739	3308	4751	83%	1752	2999	4432	82%	1641	2791
American Indian or Alaska Native	17	0%	4	13	7	0%	4	3	6	0%	4	2	5	0%	2	3
Asian	91	2%	26	65	92	2%	40	52	81	1%	29	52	75	1%	30	45
Hispanic/Latino	95	2%	34	61	144	3%	46	98	147	3%	53	94	155	3%	57	98
White	266	5%	80	186	201	4%	50	151	201	4%	56	145	199	4%	50	149
Native American or other Pacific Islander	0	0%	0	0	7	0%	0	7	9	0%	0	9	8	0%	0	8
Two or more races	0	0%	0	0	141	3%	45	96	168	3%	48	120	184	3%	135	126
Unknown/Foreign	179	3%	70	109	222	4%	102	120	332	6%	168	164	372	7%	101	194
Total	5483	100%	1910	3573	5561	100%	2026	3835	5695	100%	2110	3585	5430	100%	2016	3414

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	164	72%	74	90	161	72%	74	87	154	70%	67	87
American Indian or Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	8	4%	4	4	10	4%	7	3	13	6%	7	6	13	6%	9	4
Hispanic/Latino	12	5%	9	3	10	4%	6	4	10	4%	6	4	10	5%	6	4
White	45	21%	29	15	36	16%	22	14	35	16%	22	13	34	15%	22	12
Native American or other Pacific Islander	0	0%	0	0	1	0%	0	1	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	1	0%	0	1	1	0%	0	1	1	0%	0	1
Unknown/Foreign	7	3%	1	6	6	3%	4	2	5	2%	4	1	8	4%	4	4
Total	219	100%	112	106	228	100%	113	115	225	100%	113	112	220	100%	108	112

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	305	80%	119	186	294	79%	115	179	296	79%	114	182
American Indian or Alaska Native	1	0%	0	1	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	8	2%	3	5	9	2%	3	6	9	2%	2	7
Hispanic/Latino	7	2%	2	5	5	1%	3	2	5	1%	3	2	6	2%	3	3
White	28	8%	11	17	38	10%	11	27	44	12%	17	27	44	12%	18	26
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	1	0%	0	1
Two or more races	0	0%	0	0	1	0%	0	1	1	0%	0	1	3	1%	0	3
Unknown/Foreign	23	7%	7	16	23	6%	11	12	17	5%	9	8	15	4%	8	7
Total	336	100%	139	197	380	100%	147	233	370	100%	147	223	374	100%	145	229

Source: EDS

**2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan**

<i>Bowie State University</i>						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
<i>Y=Yes/N=No</i>	<i>A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report</i>	<i>Cite relevant strategies used for students, faculty, and staff</i>	<i>State specific area institution uses for each targeted population</i>	<i>Y or N (annual/biennial)</i>	<i>Improved Goal # by % or Static</i>	<i>Name specific areas in need of improvement</i>
Not a formal plan	A. 5 Goals 2010 - 2018					
	Goal 1: Infuse international and diversity awareness in the curriculum	Provide faculty professional development activities to encourage incorporation of international and diversity awareness into the curriculum.	Incorporate international and diversity awareness across disciplines.	Y (annual)	Have at least 2 sessions per faculty institute focused on incorporating international and diversity awareness into teaching.	Goal being sustained
	Goal 2: Expand co-curricular programs that promote diversity awareness	Provide students with a variety of co-curricular experiences focused on embracing the broadest definition of diversity.	Expand the types of student groups to address inclusion. Provide opportunities for external speakers from diverse backgrounds to share various points of view.	Y (annual)	Add student groups as necessary. Have at least one speaker per semester.	Goal being sustained
	Goal 3: Recruit, retain and graduate a diverse student body	Expand the scope of recruitment activities to include under represented (race/ethnic) student populations at the undergraduate level.	Recruit, retain and graduate a more diverse undergraduate student body.	Y (annual)	Increase the proportion of non-African American students by 1 percentage point annually.	On track to meet goal
	Goal 4: Recruit, hire and retain faculty, staff and administrators from diverse backgrounds	Expand the scope of recruitment activities for faculty, staff and administrators to include resources linked to the discipline and/or the profession.	Recruitment and retention of a more diverse employee population.	Y (annual)	Increase the proportion of non-African-American employees by 2 percentage points by 2018.	On track to meet goal
	Goal 5: Maintain a campus climate that respects and values diversity	Periodically evaluate the campus climate to assess that the core value of diversity is being maintained.	Ensure a welcoming and respectful work and learning environment.	Y (Biennial)	Maintain student levels of satisfaction on the core value of diversity (Noel Levitz every 3 years) Other targets surveys as necessary.	Goal being sustained

2015-2016 Annual Report on Institutional Programs of Cultural Diversity
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff

<i>Bowie State University</i>				
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<i>State the recruitment and/or retention initiative and indicate for whom it applies</i>	<i>State the initiatives used to create interactions and awareness for students, faculty, and staff</i>	<i>State what type of instruction and training is used for students, faculty, and staff</i>	<i>List in hierarchical order all diversity structures used within and across the institution</i>	<i>State the targeted programs and services and indicate for whom each is targeted</i>
<p>Student - the Enrollment Management Plan establishes enrollment targets for various student groups. The Admission's Office has the primary responsibility for recruiting a diverse new (first-time to college and transfer) student population.</p> <p>Faculty - The academic department and college dean have the primary responsibility of attracting a diverse pool of qualified candidates in accordance with Human Resource guidelines.</p> <p>Staff - The unit head has the primary responsibility of attracting a diverse pool of qualified candidates in accordance with Human Resource guidelines.</p>	<p>Several academic departments have secured grant funding to promote diversity in the workforce. Co-curricular activities focusing on cultural diversity are provided each term. The Student Affairs Division continues to support a wide variety of student groups.</p> <p>University's core value of diversity sets the framework for campus culture. Unit heads are expected to model and reinforce all core values.</p>	<p>Student leaders participate in leadership development programs that include a cultural diversity component. Several academic programs have cultural diversity incorporated directly into the curriculum.</p> <p>External speakers, training sessions and awareness programs provided by various units.</p>	<p>The Equity Compliance Office is responsible for addressing issues related to discrimination, harrasment and other equity issues. Training programs are a key component of their programming. Human Resources provides new employee orientation which includes diversity training. Cultural diversity training is also offered to continuing employees on a periodic basis.</p>	<p>Programming and training are targeted to all full-time faculty and staff. All students are encouraged to participate in co-curriular programming.</p>

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff		
<i>Bowie State University</i>		
<i>A</i>	<i>B</i>	<i>C</i>
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
<i>State the nature and type of instruction and training for students, faculty, and staff</i>	<i>State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution</i>	<i>List institution-wide (IW) and targeted (T) co-curricular programs for students</i>
Office of Human Resources Diversity training is available for specific units as well as for faculty and staff as a whole. The Office of Equal Employment Opportunity Programs (OEEOP) is charged with ensuring compliance with the University's Affirmative Action Plan; Title IX of the Education Amendments of 1972, including implementation of 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 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.	<i>Cultural Organizations (4)</i> : African Student Association, United Caribbean Association, La Familia Espanola, and Muslim Student Association
Instructional strategies for infusing cultural diversity in the curriculum are presented at fall and spring Faculty Institutes.	The core courses in the Social Work program require students to participate in group projects and present research findings on issues related to diversity.	<i>LGBTQ Organizations (1)</i> Eyes Wide Shut (Lesbian, Gay, Bisexual, Transgender, Queer Questioning Allied Support Organization)
	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.	<i>Religious Organizations (6)</i> : Advent Fellowship, Alpha Nu Omega Sorority, Inc., Apostolic Fellowship, Bethel Campus Fellowship, Christ Side Ministries, and Lighthouse Campus Ministries
	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	<i>Women's Organizations (14)</i> : 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.
	The College of Education was awarded grant support for the Early Childhood Engagement Center (ECEC) in FY 2014. The Center provides support for new special education teachers to enable them to serve culturally and linguistically diverse young students with disabilities.	<i>Men's Organizations (9)</i> : 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.
	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.	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, Caribbean Week, Pants Up Hats Off, Christian Variety Show, Greek House, LGBTQIA Awareness Program, Wake Up Black People, 12 Hour Prayer Room, Documentary on Cultural Issues, Religious Groups Forum, Caribbean Food Fair, Salsa Dancing, National Coming Out Day Event, Spanish Education Mini Game Night, Native American Heritage, Single Mom Empowerment Program, and Men of Color Leadership Institute
		The Division of Academic Affairs coordinates Bowie's participation in the HBCUs-China Network.
		The Department of Counseling's African Psychology Student Association helps students understand the impact African heritage has on psychological and emotional issues for African American youth and adults.
		Spanish Social Work Club, El Club de la Familia Espanola provides 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.

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity

Institution has a Process for Reporting Campus-Based Hate Crimes

Bowie State University

No campus hate crimes were reported in the most recent Cleary Act report.

Bowie State's campus police investigate the potential criminal aspect of hate crimes. The Cleary Act report describes in detail campus police processes for hate crime and other related activities. <http://www.bowiestate.edu/files/resources/clery-2014-2015-final-report-3.pdf>

The Equity Compliance Office (EEO and Title IX) investigates potential internal policy violations. Further detail can be found at <http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/>



REPORT ON DIVERSITY INITIATIVES

April 25, 2016

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Coppin State University
CULUTURAL DIVERSITY PLAN REPORT

INTRODUCTION

For the purposes of this report, 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 regularly reports progress on 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.

TABLE 1 NARRATIVE

Goals Related to the Mission

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the

traditional classroom by providing experiential and authentic learning experiences. 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 College of Arts & Sciences and Education, 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. Key strategies include mandating that all incoming freshmen are provided advisement through the First-Year Experience, adhering closely to an academic plan of study that will assist in progressing to graduation. Other strategies include the use of technology for use of more efficient assessment systems, course redesign, academic transformation, financial literacy, financial aid programs, and finally, providing specific enrollment cohorts with customized and timely counseling and advisement.

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. Specific strategies include ensuring Coppin's academic program inventory meets workforce demands, encouraging faculty to garner

additional extramural awards through scholarly research and community service, and expanding early research experiences to undergraduate and graduate students.

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. Key strategies include increasing service learning opportunities, further engage a culture of assessment, and expand online and distance education opportunities to a largely non-traditional population of students

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. The campus plans to continue using technology to enhance administrative operations in key areas that include financial aid, student accounts, and fundraising.

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. The university will improve hiring and retention practices for staff and faculty through the use of search firms, and also will increase professional development for faculty and staff engaged in searches.

PROGRESS RELATED TO THE GOALS

- The University continues to place an emphasis on special programs and services for its students. Such activities include cohort and “deep-dive” initiative services, academic advisement and other support services, as well as retention and graduation initiatives. Since the baseline year of the report, Goal 1 has improved by an overall 4% from a 14% graduation rate to an 18% rate. The increase is attributed to the implementation of best practices and sustained funding from the State.

- The University introduced new academic programs, a new internal program review process, and reduced, eliminated, or suspended unnecessary courses and academic programs.
- Efforts to continue to certify faculty who teach online or distance education courses continues annually through the Faculty Information Technology Committee.
- The University is able to successfully maintain financial controls by updated PeopleSoft Business Solutions. As a result, the Maryland Office of Legislative Audits continues to reduce concerns and audit findings for the University.

TABLE 2 NARRATIVE

Description of Cultural Diversity Addressed Among its Students, Faculty, and Staff

Recruitment and Retention of Underrepresented Students, Faculty, and Staff

- Student Academic Success Academy (SASA) – Incoming freshmen students
- First-Year Experience – Incoming freshmen, also serves sophomores, juniors, and seniors
- Freshmen Male Initiative – Incoming freshmen male students
- Our House – Mentoring program for male and female students

Creates Positive Cultural Interaction and Awareness among Students, Faculty, and Staff

- Counseling Center for Student Development (CCSD) – The Counseling Center conducts workshops, individual counseling, and individual programming for international students and faculty

Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff

- The Office of Human Resources conducts annual customer service training for all faculty and staff as a mandatory requirement. Workshops include such topics as sexual harassment, diversity sensitivity, and other professional development seminars on reporting hate crimes and incidents on campus.

Uses Administrative Structures, Offices, Councils, and Diversity Officers

- The Curriculum Policy and Standards Committee regularly oversees undergraduate course and program approvals on the campus. For each new or continued program, the Committee ensures that diversity is address within the course or throughout each academic program. Diversity is within the course syllabi.
- The Graduate Council, as in the case of the Curriculum Committee regularly oversees graduate level course and program approvals on the campus. For each new or continued program, the Committee ensures that diversity is address within the course or throughout each academic program. Diversity is within the course syllabi.

- The Office of Human Resources provides orientation to all new staff and faculty covering such issues of diversity.

Uses Targeted Programs and Services to Achieve Diversity Goals

- The campus has diversity days sponsored by the Information Technology Division where staff and faculty are invited to bring food dishes prepared or purchased that represent their country of origin. This programming has occurred regularly for more than 15 years and remains a tradition.
- As it relates to enrollment and degree production of African Americans within the USM, Coppin’s programs Student Academic Success Academy (SASA) – Incoming freshmen students. Other programs include: First-Year Experience – Incoming freshmen, also serves sophomores, juniors, and seniors; Freshmen Male Initiative – Incoming freshmen male students; and Our House – Mentoring program for male and female students. The campus also uses specialized living learning communities through Honors, Nursing, and ROTC.

TABLE 3 NARRATIVE

Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff

Provides Cultural Diversity Interactions & Training among Students, Faculty, and Staff

- The Counseling Center for Student Development (CCSD) conducts workshops annually for students, faculty, and staff. Individual counseling is also provided for international students to help with assimilation and understanding of cultural issues.
- The Office of Human Resources conducts workshops annually on customer service and other subjects as needed. Topics include assistance with understanding a myriad of diversity issues. Workshops are offered to staff and faculty, including administration.

Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom

- The Curriculum Policy and Standards Committee reviews programs each year. A part of the review process includes ensuring diversity among other important issues in higher education is included within course syllabi and in the design of new courses and academic programs

Provides Co-Curricular Programs and Events for Students

- The Department of Criminal Justice and Applied Social Sciences conducts lecture series throughout the semester on relevant issues dealing with race and culture. These events

are open to the campus and also involve brown bag series where students, faculty, and staff are able to share in roundtable discussions with guest speakers.

- The Annual Cultural Marketplace is an event open to students as well as the rest of the campus where there is a celebration of a variety of international foods, clothing, music, and vendors gathered within the Tawes Center. The event is operated by faculty and staff and is open to the campus community and public.

TABLE 4 NARRATIVE

INSTITUTION HAS A PROCESS FOR REPORTING HATE CRIMES

- **INSTITUTIONAL RESPONSE - YES** – The campus has several outlets for reporting hate crimes. The information is communicated to the public using the campus’ annual Public Safety Campus Crime Report which is posted to the university’s home page. Also, as crimes are reported in and around the surrounding community, the Campus Police sends e-mail blasts describing the crimes and requested the community to always exercise caution and to report these crimes. The public remains aware of any crimes primarily through this process.
- Students are able to report crimes through the Division of Student Affairs as well as Academic Affairs. Students involved in such incidents have access to the campus’ judicial process, the campus police, as well as Baltimore City’s Police Department.
- Faculty and Staff are able to report crimes through the Office of Human Resources. This information is communicated to them through orientation processes as well as through professional development and training offered during the academic year.

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity						
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
COPPIN STATE UNIVERSITY						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
<i>Y=Yes/N=No</i>	<i>A. Cite # of goals (inclusive year(s)); B. Cite goals that are the focus of this report</i>	<i>Cite relevant strategies used for students, faculty, and staff</i>	<i>State specific area institution uses for each targeted population</i>	<i>Y or N (annual/biennial)</i>	<i>Improved Goal # by % or Static</i>	<i>Name specific areas in need of improvement</i>
EXAMPLE Y	A. 7 Goals 2016-2010; B. Goal 1: Increase diversity of faculty to reflect diversity of campus community	Expanded scope of faculty recruitment initiatives to include resources not previously used such as online publications	Recruitment and retention of a more diverse faculty	Y (biennial)	Improved Goal #1 by 5% over biennium	Cite area and reason for improvement, if needed
A. 5 Goals 2016-2010						
B. GOALS 1-5						
Y	GOAL 1: Increase College Completion Rates	1. Continue Support of the First-Year Experience for Freshmen and Sophomore students 2. Use technology for more efficient assessment systems 3. Course redesign, academic transformation, financial literacy and aid programs.	Emphasis on cohort services, academic and support programming, Retention and Graduation	Y	Improved Goal #1 by 4% from 14% to 18% rate	Best practices, sustained funding of initiatives
Y	GOAL 2: Ensure that Coppin's are Competitively Prepared for Entry into the Workforce and First-Time Graduate & Professional Schools	1. Ensure that academic programs are meeting workforce demands 2. Encourage additional extramural fundraising, scholarly research, and community service 3. Expand early research opportunities within academic disciplines.	Impacts on Maryland's workforce, critical areas in STEM, nursing, technology	Y	Introduced 4 new academic programs, reduced or eliminated other programs through comprehensive institutional review.	
Y	GOAL 3: Transform Coppin's Instructional Modalities to Improve Teaching and Learning; Increase Coppin's Engagement in the Community	1. Increase service learning opportunities 2. Engage a culture of widespread assessment	Retention, Graduation	Y	Certified additional 10% of faculty to teach online	
Y	GOAL 4: Improved Stewardship and Effectiveness of Coppin's Resources	1. Continue using technology to improve administrative operations in financial aid, student accounts, and alignment of fundraising goals	Efficiency	Y	Addressed/reduced legislative audit concerns from 12 to 5; fully addressed annually	Upgraded PeopleSoft business solutions
Y	GOAL 5: Invest and Support People, Programs, and Facilities	1. Improve hiring/retention practices for students, staff, and faculty	Transformational leadership, service to the community, legacy, scholarship, ROI to Baltimore and region.	Y		
Legend						
Y = Yes						
N = No						

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff		
COPPIN STATE UNIVERISTY		
A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
<i>State the nature and type of instruction and training for students, faculty, and staff</i>	<i>State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution</i>	<i>List institution-wide (IW) and targeted (T) co-curricular programs for students</i>
The Counseling Center for Student Development (CCSD) conducts workshops annually for students, faculty, and staff. Individual counseling is also provided for international students to help with assimilation and understanding of cultural issues.	Curriculum Policy and Standards Committee - Reviews existing and approves new academic programs to ensure that diversity is in each course offering.	IW - Lecture Series, and Brown Bag Seminars by department
Human Resources - conducts annual workshops on customer service - helps with retention, and understanding a myriad of diversity issues. Workshops are offered to staff and faculty.		
Legend		
Y = Yes		
N = No		

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Institution has a Process for Reporting Campus-Based Hate Crimes

COPPIN STATE UNIVERSITY

Yes

Reporting is a part of Public Safety's Annual Campus Crime Report - as reported to the University System of Maryland

Legend

Y = Yes

N = No

TABLE 1: Faculty Comparisons																
	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80	91	150	227	78%	93	134	208	76	83	125	191	74%	70	121
American Indian or Alaska Native	0	0	0	0	1	0%	0	1	0	0	0	1	1	0.4%	0	1
Asian	13	4	10	3	16	6%	12	4	12	4	9	3	14	5%	11	3
Hispanic/Latino	1	0	0	1	0	0%	0	0	2	1	1	1	3	1%	1	2
White	37	12	27	10	41	14%	27	14	38	14	27	11	38	15%	26	12
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0	0	0				
Two or more races	0	0	0	0	6	2%	4	2	5	2	3	2	1	0.4%	0	1
Foreign													9	4%	7	2
Did not self- identify	9	3	4	5	0	0%	0	0	8	3	6	2	0	0%	0	0
Total	301	100	132	169	291	100%	136	155	274	100	129	145	257	100%	115	142

TABLE 2: Staff Comparisons																
	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	M	F	#	%	M	F	#	%	M	F	#	%	M	F
African American/Black	410	92	148	262	374	88	148	226	356	88	132	224	299	87%	119	180
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0
Asian	13	3	9	4	12	3	9	3	11	3	7	4	11	3%	7	4
Hispanic/Latino	2	0	1	1	0	0	0	0	4	1	2	2	2	1%	1	1
White	20	4	12	8	37	9	27	10	26	6	19	7	30	9%	22	8
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0
Two or more races	0	0	0	0	3	1	2	1	4	1	2	2	1	0%	0	1
Foreign													1	0%	1	0
Did not self- identify	2	0	0	2	1	0	1	0	1	0	1	0	0	0%	0	0
Total	447	100	170	277	427	100	187	240	404	100	165	239	344	100%	150	194

TABLE 3: Student Comparisons																
	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	34	86	722	2751	3038	90	761	2277	2862	91%	768	2094	2666	86%	653	2013
American Indian or Alaska Native	4	0	2	2	3	0	2	1	3	0%	1	2	2	0%	1	1
Asian	10	0	0	10	34	1	10	24	20	1%	5	15	11	0.4%	1	10
Hispanic/Latino	17	0	8	9	46	1	12	34	26	1%	5	15	70	2%	24	46
White	90	2	25	65	74	3	25	49	59	2%	21	38	57	2%	21	36
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0	0	0	68	2	25	43	68	2%	22	46	37	1.2%	10	27
Foreign													197	6%	72	125
Did not self- identify	45	11	139	318	102	3	27	75	95	3%	25	70	68	2%	18	50
Total	40	100	896	3155	3383	100	864	2519	3133	100%	852	2281	3108	100%	800	2308



One University. A World of Experiences.

**Cultural Diversity Program
Progress Report**

**Prepared by Office of the Provost
April 2016**

Frostburg State University
Annual Progress Report on Institutional Programs of Cultural Diversity
2015-2016

The report follows the template for the 2015-2016 USM Annual Progress Report on Institutional Programs of Cultural Diversity, and it is organized in the following two sections:

- **Section I**, provides a narrative description along with tabulated information provided in *Appendix A* (Tables 1-4) about the initiatives, areas of emphasis, institutional structures, and curricular/co-curricular activities by which the institution addresses cultural diversity among its students, faculty, and staff, as well as the implementation strategies for meeting its diversity goals.
- **Section II**, provides associated demographic information in *Appendix B* (Tables 5-7) which outline Frostburg State University's significant progress over the last seven years toward achieving the objectives established in its 2008 Cultural Diversity Program.

Section I
REPORT ON FROSTBURG STATE UNIVERSITY PROGRAM OF CULTURAL DIVERSITY

Table 1

Cultural Diversity Plan, Implementation Strategies, and Timeline for Meeting Goals within Plan

Table 1 provides a summary of Frostburg State University's institutional plan to improve cultural diversity as outlined by its goals and implementation strategies. It states specific areas of emphasis and services for targeted populations, specifies the evaluation process for the plan's progress, and indicates where progress has been achieved as well as the areas where continued improvement is needed.

Frostburg State University (FSU) continues to implement and evaluate strategies and initiatives according to their contributions to the diversity goals established in its 2008 Cultural Diversity Program. Column B of Table 1 lists FSU's diversity goals, as follows:

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

FSU has identified relevant implementation strategies for the achievement of each one of the five institutional diversity goals. Although most strategies have remained consistent, new strategies have been added as the institution works towards enhancing its effectiveness in achieving these goals.

The University's diversity goals are ongoing, and remain consistent and relevant to the institutional mission. They are evaluated yearly during the annual reporting of the diversity progress report. However, a step to add to this process to ensure continuous improvement is the development of an assessment plan.

Table 2

Description of Way Institution Addresses Cultural Diversity among its Students, Faculty, and Staff

As part of its Cultural Diversity Program, Frostburg State University commits 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.

Table 2 details institutional initiatives and structures in place to address cultural diversity through recruitment, enrollment, and retention strategies to increase the number of graduating undergraduate minority and first generation students; and instruction and training activities that promote positive interaction and awareness on campus (Goals One, and Two). It also outlines strategies that enhance the diversity of Frostburg’s faculty and staff (Goal Three); as well as targeted programs and services that contribute to achieve FSU’s cultural diversity goals.

GOAL ONE: RECRUIT AND ENROLL A GROWING NUMBER OF UNDERGRADUATE MINORITY AND FIRST-GENERATION STUDENTS

The minority student population at Frostburg represented 42% of its overall undergraduate population in the fall of 2015. Additionally, the number of undergraduate minority students enrolled at the University has increased 54.9%, from a total of 1,345 minority undergraduates in fall 2009 to 2,083 in fall 2015 - see Table 5 in *Appendix B*. African American student headcount has grown by 35.7% over the last six years, from 1,127 in fall 2009 to 1,529 in fall 2015.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

The Admissions Office has consistently purchased a significant percentage of minority names over the last eight years from the pool of students who take the PSAT in their junior year of high school. Table A (below) shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering freshman class, as compared to 32.4% for the fall 2015 class.

**Table A
Student Search Service Comparisons
Fall 2009 to Fall 2015**

Race/ Ethnicity	Fall 2009 Entering Class		Fall 2010 Entering Class		Fall 2011 Entering Class		Fall 2012 Entering Class		Fall 2013 Entering Class		Fall 2014 Entering Class		Fall 2015 Entering Class	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	1,559	3.9%	1,546	3.8%	1,381	3.8%	1,582	4.4%	1,638	4.6%	1,284	3.6%	2,225	4.9%
African American/Black	5,292	13.2%	5,709	13.9%	4,886	13.6%	4,951	13.8%	4,607	12.8%	4,747	13.5%	7,124	15.7%
Amer Ind or Alaska Nat	167	0.4%	189	0.5%	165	0.5%	175	0.5%	189	0.5%	147	0.4%	202	0.4%
Asian	3,423	8.6%	3,608	8.8%	3,384	9.4%	3,405	9.5%	3,651	10.2%	3,675	10.4%	4,390	9.7%
Hispanic/Latino	1,843	4.6%	2,003	4.9%	1,812	5.0%	1,917	5.4%	2,016	5.6%	2,165	6.1%	2,997	6.6%
White	27,671	69.3%	28,041	68.2%	24,348	67.7%	23,793	66.4%	23,787	66.3%	23,228	65.9%	28,532	62.7%
All	39,955	100.0%	41,096	100.0%	35,976	100.0%	35,823	100.0%	35,888	100.0%	35,246	100.0%	45,470	100.0%

Data Source: PeopleSoft Queries F09;orig SSS file F10, F11,F12,F13,F14,F15

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 2015 students during 13 different bus trips to Frostburg from primarily minority high schools. Additionally, 59.8% of prospective fall 2015 students attending admitted student receptions sponsored by Admissions were minorities (79 of 132 students).

Enhancing and Promoting College-Readiness Programs

College-readiness programs help to prepare underrepresented students for postsecondary education at Frostburg. Over the last five years, the grant-based TRiO Upward Bound program has served a total of 156 different participants, and 18.6% of these self-identified as 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 59% of program participants (82 of 140) over five years self-identified as minorities. Of the 72 participants who graduated from high school during the past five years, 44 (61%) were minorities, and 37 of these 44 (84%) initially enrolled in college.

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 B (below) shows the number of new minority transfer students has grown from a total of 68 students in fall 2009 to 159 in fall 2015, representing a 134% increase.

Table B
Transfer Students by Race/Ethnicity
Fall 2009 to Fall 2015

Race/Ethnicity	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	7	1.7%	6	1.5%	3	0.6%	3	0.6%	5	1.0%	2	0.4%	4	0.7%
African American/Black	56	13.5%	60	14.5%	85	18.1%	78	16.7%	86	17.0%	115	20.2%	101	18.0%
Amer Ind or Alaska Nat	3	0.7%	.	.	1	.	1	.	1	.	.	.	3	0.5%
Asian	2	0.5%	2	0.5%	4	0.9%	8	1.7%	9	1.8%	15	2.6%	15	2.7%
Hisp/Latino	7	1.7%	14	3.4%	15	3.2%	12	2.6%	18	3.6%	23	4.0%	22	3.9%
White	311	74.8%	304	73.6%	318	67.7%	320	68.4%	309	60.9%	344	60.4%	362	64.6%
Other	30	7.2%	27	6.5%	31	6.6%	34	7.3%	59	11.6%	52	9.1%	35	6.3%
Hawaiian	.	.	.	.	.	.	1	.	.	.	1	0.2%	.	.
Two or More Races	.	.	.	.	13	2.8%	11	2.4%	20	3.9%	18	3.2%	18	3.2%
All	416	100.0%	413	100.0%	470	100.0%	468	100.0%	507	100.0%	570	100.0%	560	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 seven years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students. For the fall 2014 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (83%) and minorities (80%) exceed that of the total student population (77%). The retention rates increased from 79% (cohort fall 2013) to 83% (cohort fall 2014) for African Americans; from 79% (cohort fall 2013) to 80% (cohort fall 2014) for all minorities, and from 76% (cohort fall 2013) to 77% (cohort fall 2014) for all first-time, full-time students. Six-year graduation rates increased over the reporting period for all student groups (cohort year 2008 to cohort year 2009): from 44% to 50% for African Americans, from 43% to 50% for all minorities, and from 49% to 53% for all first-time, full-time students.

The University has a number of both continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates, as described below.

Continuing University Programs to Enhance Student Success

Academic Success Network

Created in the summer of 2014, the Academic Success Network (ASN), under the direction of an Associate Provost, encompasses the efforts of Programs Advancing Student Success (PASS), TRiO Student Support Services (SSS), Disability Support Services (DSS), programs managed by the Assistant Provost for Student Success and Retention, and the Center for Academic Advising and Retention (CAAR).

PASS oversees the Tutoring Center and related services, Developmental Mathematics (DVMT), and freshman basic skills testing and course placements. The Assistant Provost for Student Success and Retention moved into CAAR and continues to oversee efforts to retain upper-classmen, reduce the achievement gap, and develop and implement intervention initiatives for at-risk students. CAAR also houses the Director of Freshman Advising and Retention, who manages Introduction to Higher Education orientation classes (ORIE) and other freshman-focused programs.

The ASN accomplished its three goals for the 2014-15 academic year.

1. Increase the first- to second-year retention rate for first-time, full-time students 2% each year in 2014, 2015, and 2016 to reach the target of 80 percent. The fall 2014 retention rate improved to 76.8% from the fall 2013 rate of 75.7%, which is on target to reach the target of 80% by 2016. Of note, the fall 2014 retention rate for all minority students and African Americans exceeded the overall rate with 80% and 83%, rates, respectively.
2. Increase the percent of first-time, full-time freshmen earning a first semester GPA above 2.0 by 5% in 2014 (to 82%) and to 87% in 2015. The percentage of freshmen in good academic standing after the fall 2014 semester was 83.3%.
3. Increase the first- to second-year retention of students who earn above a 3.0 in their first semester by 1% in 2014. There was a slight decrease in the retention rate of students who earned a 3.0 their first semester, dropping from 86.7% to 85.8%. However, the pool of freshmen who achieved at least a 3.0 grew to half of the class, 480 out 957 (50%) compared to the previous year when 40% (360 of 889) of a smaller freshman class earned at least a 3.0.

Freshman Progress Survey

Recognizing that, by the time mid-term warnings come along, some students are too far behind to catch up before the end of the semester, Frostburg conducted a survey that was completed at the third and fifth weeks of fall 2015 by all faculty who teach first-semester, first-year students. The survey simply asked instructors to identify any issues they may have encountered that would impact a student's success, such as poor attendance, inattention, not completing assignments, or low test scores. Instructors' comments were shared with advisors who could then assist advisees with establishing a plan for tutoring or other interventions.

This was the second year Frostburg conducted the survey, and faculty participation increased from 43% in fall 2014 to 62% for fall 2015. Advisors learned that over 400 students had at least one issue in at least one course and that 38 freshman had issues with 3 or more courses. Advisors were asked to post updates in Beacon so that faculty could be informed about the interventions made with their students. Shared Beacon conversations conducted between freshman instructors and advisors numbered in excess of 340 between the week-3 and week-5 survey. These early alert and messaging platforms allow for better communication between faculty and advisors, and in turn, helps new students better understand college expectations.

Championship Forum Program

In spring 2015, for a fourth consecutive year, Frostburg was awarded a Maryland College Access Challenge Grant in the amount of \$30,153 to operate a program with the purpose of improving the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of this highly successful program are: intensive advising with academic coaches; mandatory workshops on financial literacy, learning strategies, and personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for a \$550 stipend. Below are the mid-year results of Frostburg's 2015/2016 *Championship Forum Program*.

- Number of participants: 42 male students for spring 2015; 50 male students for fall 2015.
- 78% of the 50 program participants are African American, Latino, or multi-racial.
- 93% of spring semester participants (39 of 42) returned for the fall semester.
- 31% (13 of 42) of program participants earned a 3.0 or better for spring 2015 semester; 5 of them were on the Dean's List.

TRiO Student Support Services (SSS)

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. Of these program participants in 2014-2015, 72% were underrepresented minority students and 36% were males. 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 intensive advising, establishment of an academic requirement plan, financial aid and financial literacy counseling, tutoring, academic/personal skills development, and assistance with the graduate school application process.

The SSS program has three student persistence or graduation objectives, all of which were exceeded during the reporting period.

Objective 1: Seventy-five percent (75%) of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate.

Persistence Rate for all Participants 2014-15: 94%

Objective 2: Eighty-five percent (85%) of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing.

Good Academic Standing Rate for all Participants 2014-15: 94%

Objective 3: Fifty percent (50%) of new participants served each year will graduate within six years.

Graduation Rate 2009-10 Entering Participants: 68%

The Academic Enrichment Series

The Academic Enrichment Series (AES) is a service coordinated out of the Center for Academic Advising and Retention (CAAR). There are many student-centered featured workshops each semester on personal and career development, campus and community involvement, effective technology usage, and preparation for the future. The presenters are faculty and staff from Academic and Student Affairs, who develop the learning goals for these sessions and provide a structured delivery to ensure subjects are covered thoroughly. The original purpose of the AES was to mitigate the knowledge gap for low income, underrepresented minority college student groups concerning strategies for successful matriculation. The goal is to assist students in forming networks that allow them the benefits of success measures, such as tutoring and academic advising. Research states that students are more apt to thrive academically when in a supportive campus environment. Thus, the value proposition is the relationships that students can potentially establish by interacting with presenters across campus, that if not for these sessions, the likelihood of meeting some is minimal.

The following student participation numbers include individuals who attended more than one workshop. During the reporting period (fall 2014- spring 2015), there was nearly a 31.2 % decline in participation, with 432 students attending 40 scheduled sessions of varied themes, in comparison to 628 (fall 2013-spring 2014), which was a 6% increase over the previous year of 593 attendees during period (fall 2012-spring 2013). There is definite fluctuation in attendance, which can be attributed to weather closures and delays on campus (two) and presenter requested cancellations (three).

Beacon Early-Alert System

For the 2014-2015 academic year, the number of faculty and staff using Beacon increased moderately, from 150 in the previous year to 167. The number of notations posted also increased moderately, from 2,755 to 3,269. The primary topics for Beacon notifications continued to be concerns about students' attendance and assignment/test performance. The Beacon notifications give athletic coaches, academic support staff, freshman advisors, and faculty opportunities to reach out to students and help them access support services and improve academic behaviors. The increased communication among faculty, staff, and students has created a stronger and better informed network of support for students.

Tutoring Center Services

The FSU Tutoring Center is a College Reading and Learning Association (CRLA) certified tutoring program. The CRLA is an international body that establishes peer tutoring standards and training curriculum and independently reviews tutoring and learning centers for operational excellence. To improve efficiency and quality control of tutoring services, during the 2014-2015 academic year, the tutoring services model changed to all center-based and appointment-based tutoring. Beginning with the fall 2015 semester, software was purchased that not only allows students to make appointments online but also provides for data collection and reporting that was previously

difficult to gather.

In fall 2015, 476 students used tutoring services. Of that number, 353 (74%) self-identified as ethnic minorities, with 308 (65%) self-identifying as African American or multi-racial. In addition, 221 (46%) of students using tutoring services were male. Due to the gender achievement gap at Frostburg, a goal is to encourage more males to use tutoring services.

New University Programs to Enhance Student Success

In fall 2015, Frostburg undertook two new initiatives expected to increase student persistence and graduation rates at the University and contribute to the University System of Maryland's goal of cutting the achievement gap in Maryland's public universities in half by 2015. These initiatives include expanding the scope of the Academic Success network, and formalizing partnerships with Predictive Analytics Reporting (PAR) Framework and HelioCampus in fall 2015.

Expanding the Academic Success Network Scope

The Provost created a Retention Committee by merging efforts of the University Advisory Council on Retention with those of the Academic Success Network (ASN). With the ASN serving as the nucleus, the Retention Committee also includes at least one key individual from each College and the Chair of the Faculty Senate. The purpose of the Retention Committee is to:

1. Review current policies and procedures to promote increased retention of students.
2. Recommend initiatives designed to increase student retention.
3. Maintain communication with the campus regarding retention initiatives and goals on retention reported to external agencies.

Predictive Analytics

The Predictive Analytics Reporting (PAR) Framework and HelioCampus use institutional data to provide powerful dashboards for admissions, financial aid, enrollment, course completion, persistence, retention, and graduation. Access to this information will allow departments throughout campus to make data-informed decisions that will improve student outcomes and success. Both the PAR and HelioCampus projects are underway and should be operational by summer 2016.

GOAL THREE: ENHANCE THE CULTURAL DIVERSITY OF FACULTY AND STAFF

In accordance with its Cultural Diversity Program, the University continues to increase the number of minority faculty and staff at the Institution. As of December 2015, Frostburg State University's workforce consisted of 1,036 full and part-time employees (381 faculty and 655 staff members).

Academic Affairs had 39 minority faculty members representing 10.2% of all faculty on campus - see Table 6 in *Appendix B*. Of these, nine (9) are minority non-tenure track faculty representing 5.4%, and including four (2.4%) African American/Black faculty; three (1.8%) Asian; one (0.6%) Hispanic/Latino; and one (0.6%) American Indian. Of the 30 (14%) minority tenured or tenure-track faculty, ten (4.65%) are African American/Black faculty; 16 (7.4%) Asian; and four (1.9%) Hispanic/Latino.

Minority staff members (34) were employed at a rate of 5.2%. See Table 7 in *Appendix B*. Within the staff there are 17 (2.6%) African American/Black, 10 (1.5%) Asian, four (0.6%) Hispanic/Latino, one (0.1%) American Indian, and two (0.3%) individuals who were two or more races.

Expanding Efforts to Attract and Retain Eminently Qualified African American Faculty and Staff

Within the past twelve months, 23 faculty searches in the Academic Affairs Division were conducted, with 17.4% of the positions filled by minority applicants. In the College of Arts and Sciences, one African American/Black faculty and two Asian faculty members were added to the Computer Science Department. One Asian faculty member was hired within the College of Business's Department of Finance. The University

administration conducted 47 searches during the same time frame. Of these searches, minorities filled 6.3% of the hires.

Frostburg State University in conjunction with PeopleAdmin is slated to begin utilizing a mobile-optimized job site. The cloud-based software will increase efficiency by streamlining the hiring process, increase visibility through transparency and collaboration, and deliver strategic insights to drive the University's minority mission statement forward.

Faculty and Staff Searches

Beginning in March 2016 all search committees for faculty and staff positions will require one member of the committee to be responsible for ensuring that minority outreach is a priority. The Chair of the search committee, when submitting applicants for campus interviews to our Director of ADA/EEO Compliance, will also submit documentation in regards to the efforts made with this initiative. Suggestions include:

- Establishing relationships with colleagues at Historical Black Institutions (HBI), particularly those institutions that are similar in size and geographic location.
- Contacting colleagues at other institutions and seek nominations of minority students nearing graduation, recipients of fellowships and awards, or other interested persons.
- Stressing the importance of diverse applicants.
- Making personal contacts with minorities at professional conferences and invite them to apply to FSU positions.

EEO Compliance Office's Minority Recruitment Plan and Retention Strategies

Since August 2014, the Frostburg's Office of Human Resources continues to implement the annual Development and Leadership Series, which meets monthly to provide management training, which will lead to increased employee advancement and retention. The cohort consists of 12 individuals from FSU faculty and staff. 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.

Table 3

Efforts to Create Positive Interactions and Awareness among Students, Faculty, and Staff

Cultural diversity continues to be highly valued among all members of the campus community. Table 3 outlines and evaluates Frostburg's initiatives and strategies, both curricular and co-curricular, to foster wide-ranging awareness of diversity issues (Goal Four), including those that help increase sensitivity to global perspectives and ideas among campus constituencies (Goal Five).

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. Three campus entities that help to address these priorities are Frostburg State University's Diversity Center, the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI), and the President's Advisory Council against Gender Based Violence (PACAGBV). In addition, FSU's partnerships with institutions in the University System of Maryland as well as other university's programs contribute to meeting these priorities.

The Diversity Center

The Diversity Center primarily reaches out to racial identity groups and other marginalized student identity groups by serving as an advisor or consultant (providing resources as needed) to these organizations: African Student Alliance, Black Student Alliance, HILLEL, Japanese Cultural Club, Latin American Student Organization, NAACP, National Council of Negro Women, National Pan-Hellenic Council, and Spectrum (formerly BTGLASS- an advocacy organization that works to support and promote awareness around lesbian, gay, bisexual, and transgender issues), and the UVUGD Gospel Choir. Diversity Center staff engages in leadership development for the executive boards of the various organizations. It also advises and assists organizations in planning and executing activities, programs, and meetings. The number of participants served is fluid based on participation and organization membership. Assessment measures for these programs are being developed.

Furthermore, the Diversity Center works to facilitate activities to promote interaction and awareness among students, faculty, and staff. One element of this work includes its collaboration with the Center for Academic Advising and Retention (CAAR) in efforts to retain upper-classmen, reduce the achievement gap, and develop and implement intervention initiatives for at-risk students by providing advising and support to (primarily racial minority) students with the engagement and participation of faculty and staff. Another aspect of this work includes directing the FSU Campus Affiliate of the National Coalition Building Institute (NCBI). Through the work of this organization the center assists CAAR's freshmen retention efforts by coordinating and facilitating an NCBI's Introduction to Diversity Workshop that covers living in a diverse community and respecting and celebrating others' differences. This workshop is required of all first-time, full-time freshmen as part of the programs offered in the Introduction to Higher Education (ORIE 101), the University's required orientation course. Approximately 81% of the freshman in ORIE 101 attended the workshop in fall of 2015.

With the mission of providing students, faculty, and staff with opportunities to increase intercultural understanding and broaden cultural awareness on campus by engaging with cultures different than their own, the Diversity Center offers numerous activities targeting instruction and training on cultural sensitivity, including:

- *Diversity Retreat*: Each fall semester the center holds a two-day Diversity Retreat, which is financially supported by the Black Student Alliance, and has as a centerpiece a full-day, "Building Community through Deeper Connections Diversity Workshop". In the fall-2015 semester a total of 52 students and 3 staff members participated in this retreat, which is prefaced and supported by numerous activities to meet its mission.
- *NCBI Training Institute*: In partnership with the NCBI organization, the center offers the NCBI Training Institute open to FSU campus, and the off-campus community, based on availability. A total of 35 participants including students (17), faculty (9), staff (3), and off-campus community members (4), attended the 2016 training institute co-facilitated by two (2) members from the Diversity Center and the NCBI organization, respectively. As a result of this training, upper-class students—trained through this institute—will join faculty and staff as facilitators of the Introductory Diversity Workshop required for all freshmen students in the ORIE 101 course.
- *Cultural Intelligence Seminar*: As part of the FSU Leadership Series for faculty and staff, sponsored by the Office of Human Resources, the Diversity Center facilitates the Cultural Intelligence Seminar. This instruction/training opportunity focuses on developing managerial abilities and skills for working with an increasingly diverse workforce, and fostering an inclusive workplace environment. In April 2015, the center presented a workshop on *Cultural Intelligence*.
- *Crisis-Response Conversations*: In partnership with NCBI, the center offers campus-crisis response activities as needed. In spring 2015, the center and NCBI facilitators in consort with the FSU President held a "Campus Conversation: Frostburg Cares" in response to the Baltimore Uprising. Approximately 200 faculty, staff, and students attended the event focused on increasing knowledge and awareness about the issues involved, understanding on its impact on students who are residents of that area, and brainstorming ways that students could contribute positively to their communities upon their return. The Holistic Life Foundation planned a follow-up session for spring 2016 to continue the conversation and introduce a working tool to use in times of crisis: "Breathing Love into the Campus Community".

President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)

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 2015-16. Work groups were established to focus on the council's five primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff; and working with NCBI to serve as a vehicle to promote diversity education and training. The council also provides recommendations about best practices, offers information regarding current research in the field, and partners with units on campus to offer relevant programming to the campus community.

President's Advisory Council against Gender Based Violence (PACAGBV)

The President's Advisory Council Against Gender Based Violence (PACAGBV) promotes the creation of a campus environment that supports all people in an atmosphere of mutual respect and understanding by leading campus-wide efforts to educate students, faculty, and staff about the issue of gender-based violence and relating programming, policies, and services. The council has been actively engaged in implementing its mission by coordinating initiatives and programs that focus on gender-based violence including, among others, homophobic hate crimes. One of the PACAGBV key programs is the FSU Safe Zone program designed to support students, faculty, and staff who identify as a Safe Zone advocate on behalf of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community. The program's goal is to contribute to an open campus climate that is safe, accepting, and just for all members of the University community and through education, advocacy, and awareness empower them to speak out against homophobia and heterosexism. The Council also provides recommendations in light of State and Federal expectations and best practices, and works in collaboration with other units on campus to reach out to the campus community.

Partnerships and other University's Programs

- *McNair Scholars Program*: Since 1991, the Diversity Center and the Office of the Provost have partnered with the University of Maryland College Park, TRiO Academic Achievement Program's McNair Scholars. The mission of this program is to increase the number of underrepresented minorities enrolled in graduate school to expressly pursue doctoral degrees. The Diversity Center continues to work with CAAR and the Office of the Provost by referring students to the support services provided by the program through intense advising, study strategies, and academic enrichment. They are also paired with faculty mentors to develop research skills. Additionally, students receive financial counseling and assistance to prepare for the graduate school admission process. Since the program's inception, there have been 80 students from Frostburg participating in this unique program. The six-year graduation rate for these students has been 100%. Over 32% of the participants have been males. The 2014-2015 cohort included eight students (two African American males, five African American females, and one Caucasian female), three of whom graduated in December 2014, and five graduated in May 2015.
- *PROMISE- Maryland's Alliance for Graduate Education and the Professoriate (PROMISE-AGEP)*: Since 2012, FSU became a partner in PROMISE-AGEP designed to increase pathways to the professoriate for underrepresented graduate students and postdoctoral fellows in STEM by using a new AGEP investment from the National Science Foundation to recruit, retain, and prepare STEM students in the state of Maryland for academic careers. The PROMISE AGEP program, led by the University of Maryland Baltimore County (UMBC) works with partner USM institutions to prepare students for doctoral study and provide pathways to the professoriate. The USM institutions will join the community colleges to provide mentored teaching experiences on their respective campuses. All activities will be statewide. Through the partnership, FSU's College of Liberal Arts and Sciences participate as an associate member of the University of System of Maryland Louis Stokes Alliance for Minority Participation (LSAMP) Program with a commitment to work to make sure that FSU's underrepresented undergraduate STEM students are represented at USM-wide LSAMP activities.

- *Identity and Difference courses in the General Education Program (GEP):* The Identity and Difference category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds.
- *The African American Studies Program and the Women's Studies Program,* through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally.

GOAL FIVE: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES

The Center for International Education

The University's Center for International Education (CIE) actively recruits international students in order to promote the understanding of international cultures at Frostburg. In the fall 2015 semester, Frostburg enrolled 116 students, including 86 degree-seeking students from 20 countries. University records indicate that the first year in which a significant number of international students were enrolled at Frostburg was fall 2007. At that time, only 28 international students attended the University. The CIE works with all departments across campus to ensure a continued growth in international diversity.

Increasing the Number of International Students

Frostburg State University is continually adding exchange partners across the world to increase the diversity of international students and fall 2015 was no exception. The CIE worked to establish new partnerships with institutions in China, Estonia, and Vietnam. Additionally, through these and other strong overseas partnerships, the University welcomed 30 exchange students and 4 visiting professors. The exchange students study English and take academic courses, while the visiting faculty members observe teaching methods, conduct research, and share their knowledge with the Frostburg faculty. During fall 2015, Frostburg continued its work to develop important cooperative-degree programs with five of its overseas partner universities. Once fully established, these programs will bring a large number of international transfer students to the campus to earn a degree from Frostburg State University. The following universities are presently partnering with Frostburg to develop cooperative-degree programs:

- Hunan University of Commerce – B.S. in Economics/Minor in Finance
- China University of Mining and Technology – B.S. in Accounting
- Communication University of China – M.S. in Computer Science
- National United University (Taiwan) – B.S. in Engineering and Business Administration
- Hanoi University of Industry – B.S. in Computer Science

Establishing Strong Connections for International Students

Academic success and intercultural interaction is the key to establishing a strong connection between the various nationalities represented at Frostburg. The CIE is tasked with this important responsibility and helps coordinate activities for the students while encouraging them to participate in all activities offered at the University. To assist in this process, Frostburg offers English as a Second Language (ESL) courses for international students to feel more confident during these interactions. Additionally, the CIE offers numerous cultural activities each month to introduce international students to American cultures.

Increasing International Opportunities for Students

The CIE works diligently not only to increase diversity at the University, but also increase international experiences for Frostburg students and faculty. In spring, summer, and fall 2015, 71 Frostburg students participated

in study abroad programs conducted or sponsored by the University. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world.

In order to encourage the students to study abroad each year, the CIE staff members visit classrooms, host successful bi-annual study abroad information fairs, hold bi-weekly information sessions with prospective and past study abroad students to share experiences, and promote study abroad at Admissions open house events to encourage prospective students to get excited about Frostburg and plan for their future study abroad opportunities. Furthermore, in February 2015, the CIE launched the new online application system Horizons/Simplicity. This new online format has helped streamline the study abroad process for Frostburg students.

The President's Leadership Circle

In addition to those provided by the CIE, another international opportunity for students at Frostburg State University is the President's Leadership Circle (PLC). The PLC is a merit-based honorary program in which senior-level students are nominated by faculty, staff, and administrators. Students selected are representatives of the three colleges in the institution and the diverse demographics of the student population on campus. Through experiential learning opportunities, coordinated by the Office of Leadership and Experiential Learning, PLC students have opportunities to represent the University at key events, and participate in intercultural experiences to grow in their leadership philosophies, such as traveling abroad and be part of supporting exploited populations to witness the impact of leadership upon cultures and the human experience.

The PLC promotes students' intercultural understanding and diversity awareness through experiential exposure to global topics (i.e. climate change) and their cultural impact (i.e. access to clean drinking water in 3rd world countries). 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, India, Ecuador, Uganda, the United Arab Emirates, and the Czech Republic.

In AY 2015-2016, the President's Leadership Circle included 12 top performing student leaders on the FSU campus. These students were divided into two smaller groups to participate in unique experiential learning opportunities in rural villages of Uganda, to assist with Water School (the university's partner) projects in Packwach, especially at the Pachwach Health Center maternity ward, local villages in and around Pachwach in the West Nile region, and Busia in Eastern Uganda. Through this experience, students helped with water purification as well as furthering educational opportunities for rural Ugandans.

Table 4 ***The Institution Has a Process for Reporting Campus-Based Hate Crimes***

During the reporting period (February 2015 to February 2016), there was one reported bias-motivated incident. University Police investigated the incident (see Table 4).

Appendixes

Section I Appendix A

Table 1: <i>Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within the Plan</i>	i
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Section II Appendix B

DEMOGRAPHIC DATA - Comparison Tables for Students, Faculty, and Staff

Comparison data for 2013-2014, 2014-2015, and 2015-2016 with that of 2009-2010. The data is presented in the following tables:

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Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity						
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
FROSTBURG STATE UNIVERSITY						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
Y=Yes/N=No	A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report	Cite relevant strategies used for students, faculty, and staff	State specific area institution uses for each targeted population	Y or N (annual/biennial)	Improved Goal # by % or Static	Name specific areas in need of improvement
Y	A. Five (5) Goals 2009-2016					
Y	B. Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students <i>Timeline:</i> Ongoing	Enhance marketing and recruitment efforts that target underrepresented students. Familiarize selected High School students, teachers, and administrators with Frostburg's programs and services. Enhance and promote college-readiness programs. Increase the number of underrepresented students transferring from community colleges.	Recruitment and enrollment of underrepresented student populations	Y - Annually during the reporting of the diversity annual progress report.	The minority student population at FSU represented 42% of its overall undergraduate population in fall of 2015. Additionally, the number of undergraduate minority students enrolled at the University increased 54.9%, from a total of 1,345 minority undergraduates in fall 2009 to 2,083 in fall 2015. African-American student headcount grew by 35.7% over the last six years, from 1,127 in fall 2009 to 1,529 in fall 2015.	
Y	Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students <i>Timeline:</i> Ongoing	Sustain and continue implementation of continuing and new programs intended to enhance student success, and increase underrepresented minority and first-generation student retention and graduation rates. Continue programs to enhance student success: Academic Success Network (ASN); Freshman Progress Survey; the Championship Forum; TRiO Student Support Services (SSS); Academic Enrichment Series; Beacon Early-Alert system; and Tutoring Center Services. Implement new programs to enhance student success: Expanding the Academic Success Network Scope; and Predictive Analytics (PAR and HelioCampus).	Retention and degree completion/graduation rate of underrepresented student populations	Y - Annually during the reporting of the diversity annual progress report.	For the fall 2014 cohort of first-time, full-time students, FSU's second-year retention rates for African Americans (83%) and minorities (80%) exceeded that of the total student population (77%). The retention rates increased from 79% (cohort fall 2013) to 83% (cohort fall 2014) for African Americans; from 79% (cohort fall 2013) to 80% (cohort fall 2014) for all minorities, and from 76% (cohort fall 2013) to 77% (cohort fall 2014) for all first-time, full-time students. Six-year graduation rates increased over the reporting period for all student groups (cohort year 2008 to cohort year 2009): from 44% to 50% for African Americans, from 43% to 50% for all minorities, and from 49% to 53% for all first-time, full-time students.	Even though the institution conducts a yearly collection of data for purposes of the annual reporting of the diversity report, steps will be initiated towards the development of an assessment plan for the comprehensive evaluation on the institutional effectiveness on meeting the FSU Diversity Goals.
Y	Goal 3: Enhance the Cultural Diversity of Faculty and Staff <i>Timeline:</i> Ongoing	Expand efforts to increase the number of minority and diverse faculty and staff. Expand efforts to attract and retain qualified African-American faculty and staff by streamlining the hiring process and implementation of new software (Mobile-Optimized Job site). Continue implementation of the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies.	Recruitment and retention of a more diverse faculty and staff.	Y - Annually during the reporting of the diversity annual progress report.	The number of minority faculty and staff members remained static during the reporting period from 19.8% in 2009 to 19.4% in 2015. While the Non-Tenure Track faculty showed a slight decrease from 6.03% in 2009 to 5.41% in 2015, the Tenure/Tenure Track indicated a slight increase from 13.75% in 2009 to 13.95% in 2015. Similarly, the minority staff members showed a slight decrease from 5.8% in 2009 to 5.2% in 2015.	

Table 1 (Continued)

**2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan**

FROSTBURG STATE UNIVERSITY

Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
Y=Yes/N=No	A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report	Cite relevant strategies used for students, faculty, and staff	State specific area institution uses for each targeted population	Y or N (annual/biennial)	Improved Goal # by % or Static	Name specific areas in need of improvement
Y	Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity <i>Timeline:</i> Ongoing	Expand the scope of campus-wide support activities to help build intercultural understanding, broaden cultural awareness, and increase opportunities for interaction among students, faculty, and staff. Continue the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI). Expand the scope of the Diversity Center to reach out to racial identity groups and provide continuous support to campus-wide student organizations that focus on diversity issues. Provide for the multicultural quality of the curriculum.	Increase intercultural understanding and broaden cultural awareness for students, faculty, and staff	Y - Annually during the reporting of the diversity annual progress report.	The number of campus entities and programs contributing to promote a campus environment that promotes understanding and awareness of cultural diversity has increased during the reporting period, from two entities in 2009 (PACDE and the Diversity Center) to three entities in 2015 (PACAGBV joined the two existing entities). In addition FSU added partnerships with institutions in the system and considered other university programs in the contribution to meeting this goal.	
Y	Goal 5: Promote the Understanding of International Cultures <i>Timeline:</i> Ongoing	Expand the scope of the Center for International Education (CIE) to actively recruit and increase the number of international students to promote the understanding of international cultures on campus. Expanded scope of collaborative programs with overseas partners to attract and increase international exchange opportunities for students and faculty. Establish strong connections for international students by offering ESL courses, and cultural activities to facilitate their introduction to American cultures. Increase opportunities for international experiences for students and faculty. Continue the work of the President's Leadership Circle (PLC) to promote learning of current global social issues and cross-cultural leadership through abroad experiential learning opportunities.	Increase recruitment of international students and retention of American students by offering international experiences.	Y - Annually during the reporting of the diversity annual progress report.	The number of international students enrolled at FSU increased from 28 students when the initiative started (2007) to 116 students enrolled in 2005, including 86 degree-seeking students from 20 countries.	
Legend						
Y = Yes						
N= No						

Table 2

2015-2016 Annual Report on Institutional Programs of Cultural Diversity

Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff

FROSTBURG STATE UNIVERSITY

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
Enhancing marketing and recruitment efforts that target underrepresented students.	Implementing intervention initiatives for at-risk students (primarily racial minority), including advising and support with engagement of faculty and staff.	Freshman Orientation Courses (ORIE 101); and freshman-oriented programs such as the NCBI Introductory Workshop—required for all freshman students.	Academic Success Network (ASN) - Promotes efforts of programs and goals for increasing students' success and retention.	Academic Success Network (ASN) - Promotes efforts of programs and goals for increasing students' success and retention.
Familiarizing select High School students, teachers, and administrators with Frostburg's programs and services. The Admission Office hosts bust trips to FSU from primarily minority high schools.	Conducting workshops based on the National Coalition Building Institute (NCBI) best practices for students, faculty, and staff.	"Identity and Difference" courses in the GEP Program.	Center for Academic Advancing and Retention (CARR)	Programs Advancing Student Success (PASS) - Promotes efforts for student success throughout their programs of study.
Enhancing and promoting college-readiness programs such as: the Upward Bound program, and the Upward Bound Regional Math & Science Center.	Establishing "Work Groups" to implement PACDEI's five primary objectives - focused on cultural and diversity issues affecting students, faculty and staff.	Language and Culture Courses offered in the "Humanities" section of the GEP Program.	The ADA/EEO and Immigration Compliance Office	Freshman Progress Survey - Designed to identify issues that might impact students' success.
Increasing the number of underrepresented students transferring from community colleges.	Providing institutional support, organizational structures, and resources needed for the establishment of identity and advocacy groups to support and promote awareness around student organizations on campus:	Interdisciplinary (IDIS) courses offered in the "FSU Colloquia" section of the GEP Program. Interdisciplinary topics vary and include topics on: social problems, culture and identity, concepts of equality and justice, etc.	Title IX Compliance - The Office of Gender Equity	Championship Forum Program - A program for improving the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students.
Continuing existing programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	Assigning faculty mentors (faculty-student pair mentor structure) for intense advising, study strategies, and academic enrichment for underrepresented minorities enrolled in the McNair Scholars Program.	English as a Second Language (ESL) courses to incoming international students whose English language scores are on the lower end of FSU requirement.	The Diversity Center	TRIO Student Support Services (SSS) - Provides services to low-income, first-generation students, or students with disabilities who are academically underprepared to support them persist through graduation.
Adding new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	Developing international partnerships with higher education institutions abroad to increase the diversity of international exchange students.	Study abroad programs and activities sponsored by the Center for International Education (CIE) to increase opportunities for international cultural exchange.	The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)	Academic Enrichment Series (AES) - Student-centered workshops focused on personal and career development.
Conducting campus workshops and activities designed to introduce students to the life-on-campus and support, including living in a diverse community.	Designing and implementing monthly cultural activities (events and trips) offered by the CIE to introduce international students to American cultures.	Courses from the Women's Studies Program offered as options in the "Identity and Difference" category within the General Education (GEP) Program. The Women's Studies Program is a multicultural minor program.	President's Advisory Council Against Gender-Based Violence (PACAGBV)	Beacon Early-Alert System: A service to provide coaches, academic support staff, freshman advisors, and faculty with opportunities to work with students through support services and improve academic behaviors.

Table 2 (Continued)

Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff

FROSTBURG STATE UNIVERSITY

Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
Partnering with other institutions to increase recruitment and retention of underrepresented minorities enrolled in graduate school to expressly pursue doctoral degrees: The McNair Scholarship Program.	Establishing and offering Crisis-Response Conversations - open to students, faculty, and staff and facilitated by NCBI and the Diversity Center as opportunities to bring the university community together to discuss and understand emerging social issues as needed.	Courses from the African American Studies Program offered as options in the "Identity and Difference" category within the General Education (GEP) Program.	The Center for International Education (CIE)	Tutoring Center Services - Services to support students and guide them to reach academic success.
Establishing an online application system to streamline the study abroad process for FSU students.	Establishing international partnerships with higher education institutions abroad to facilitate exchange of international visiting/exchange professors.	The Diversity Retreat - offered every fall semester for students with a main focus on building community through deeper connections.	The President's Leadership Circle (PLC)	Disability Support Services (DSS) - Provides academic support to students and help them persist through graduation.
Sustaining the online onboarding process to streamline the hiring processes of faculty and staff, and increase visibility through transparency and collaboration.	Establishing and offering mentoring and leadership opportunities for students through participation in merit-based university groups (i.e., President's Leadership Circle). Students are mentored by faculty, staff, or administrators, and participate on experiential learning opportunities to hone their intercultural leadership knowledge.	NCBI Training Institute open to students, faculty, and staff. Trained participants will serve as trainers/facilitators of the NCBI Introductory Diversity Workshop required for Freshman in the ORIE 101 Course.	Retention Committee - University Advisory Council on Retention	Retention Committee - Reviews policies and procedures to increase students' retention.
Requiring search committees for faculty and staff hiring to assign a member of the committee to ensure that minority outreach is a priority.	Offering bus trips for students, faculty, and staff to attend GEM Gradlab, a free workshop for graduate school preparation with a special emphasis on underrepresented minorities.	Implementation of the Leadership Series intended to provide managers training leading to increasing employee advancement and retention.		Predictive Analytics Reporting (PAR) Framework, and HelioCampus - Technology platforms to generate dashboards with data on students as they progress through admissions, enrollment, persistence, completion, and graduation.
Adding new partnerships to increase and retain underrepresented graduate students: PROMISE - Maryland's Alliance for Graduate Education and the Professoriate.		Cultural Intelligence Seminar - Part of the FSU Leadership Series, offered to faculty and staff with a focus on managerial skills for working with an increasingly diverse workforce.		Collaboration between the Center for International Education (CIE) and its overseas partner universities for the development of cooperative-degree programs.
		PROMISE Workshop on Enhancing Faculty Understanding of Diversity Issues in Graduate and Postdoctoral Education.		Study abroad Programs and activities sponsored by the CIE to increase opportunities for international cultural exchange.
				Experiential Learning activities designed by the President's Leadership Circle (PLC) as opportunities for students to participate in intercultural experiences to grow in their leadership philosophies, such as traveling abroad and supporting exploited populations to witness the impact of leadership upon cultures and the human experience.
				Campus-hosted activities for both PROMISE AGEP and the Louis Stokes Alliance for Minority Participation (LSAMP) Program on the FSU campus.
Legend				
Y = Yes				
N= No				

Table 3

**2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff**

FROSTBURG STATE UNIVERSITY

A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
National Coalition Building Institute (NCBI) Training Institute: Offered by the NCBI organizational and the Diversity Center, and it is open to FSU students, faculty, and staff. Students trained through the NCBI Institute will join faculty and staff as facilitators of the NCBI-Introductory Diversity Workshop required for all freshman students in the ORIE 101 course.	<p>ORIE 101: Introduction to Higher Education course -- a University required orientation course for all freshman. Students enrolled in ORIE must participate in university programs. While some programs are required, students can choose from a variety of options offered, including:</p> <ul style="list-style-type: none"> • The National Coalition Building Institute (NCBI) Introductory Workshop – Required. Promotes diversity education, understanding and awareness of intercultural differences. • Relating, Dating and Communicating: • StepUp: students can share their thoughts on different scenarios in which bystander intervention has the potential to mitigate incidences of sexual violence. 	Diversity Retreat: A weekend-long retreat event held by the Diversity Center and financially supported by the Black Student Alliance. It has as a center piece a full-day, “Building Community through Deeper Connections Diversity Workshop”.
Cultural Intelligence Seminar: The seminar is part of the FSU Leadership Series for faculty and staff. The seminar is facilitated by the Diversity Center with a focus on developing managerial abilities and skills for working with an increasingly diverse workforce and fostering an inclusive workplace environment.	<p>"Identity and Difference" courses in the GEP Program. This category includes a group of courses designed to meet the <i>Modes of Inquiry</i> requirements for the GEP Program. Students can choose from a list of 30 courses, available as options:</p> <p>AAST 200 Intro. to African American Studies AAST 400 Africans of the Diaspora ART 301 Artistic Traditions: Asia ART 302 Artistic Traditions: Africa & the Americas CMST 350 Intercultural Communication ENGL 231 African American Literature GEOG 104/114* Human Geography GEOG 110 World Regional Geography: Cultural Diversity GEOG 427 Geography of Languages and Religions HIST 100/111*The Contemporary World in Historical Perspective HIST 418 Native Peoples of the Americas HIST 436 Women’s Issues in World History HLTH 125 Health and Culture INST 150 Introduction to World Religions INST 200 Intro. to International Studies MDFL 111 Intercultural Understanding MDFL 301 Latin American Women’s Issues MUSC 117 Music of Africa, Asia & the Americas MUSC 250 Gender and Sexuality in Music MUSC 311 Jazz History PHIL 308 Political Philosophy PHIL 311 Asian and African Philosophy PHIL 409 Philosophy and Women POSC 131 Introduction to Comparative Politics PSYC 220 Psychology of Women PSYC 325 African American Psychology RECR 100 Leisure & Diverse American Culture SOCI 224 Cultural Anthropology SOCI 305/SOWK 305 Racial & Cultural Minorities WMST 201 Introduction to Women’s Studies</p>	<p>Events organized by the Center for International Education (CIE) - Cultural events and trips offered throughout the semester for international students to facilitate the development of intercultural connections:</p> <ul style="list-style-type: none"> • Trip to Lurray Caverns • Bus trip to Washington D.C. • Alternative Spring Break (Civic Engagement) • Ski Trip at the WISP • Chinese New Year Celebration • Thanksgiving Dinner Celebration • The Elephant Wrestler Theater Performance • Bus trip to Baltimore, MD • Chinese Tea Ceremony • Cricket Tournament • Authentic Indian Yoga Classes • Bollywood Masala Orchestra and Dancers of India Theater Performance • Visit to Amish Community in Lancaster, PA • Colorful China Theater Performance • Visit to Valley Forge National Historic Park • Appalachian Festival at FSU • African-American History Trip to D.C.

Table 3 (Continues)

Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff

FROSTBURG STATE UNIVERSITY

Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
Academic Achievement Program's McNair Scholars - A partnership between FSU and University of MD College Park, to increase the number of underrepresented minorities attending graduate school and pursuing doctoral degrees.	Language and Culture courses offered in the <i>Humanities</i> section of the GEP Program.: SPAN 250: Overview of Spanish Language & Culture FREN 250: Overview of French Language & Culture	Crisis-Response Conversations: Events offered by the NCBI and the Diversity Center to students and the campus community as opportunities to discuss and understand current -emerging social issues, as needed.
The Safe Zone Program - An event organized by the FSU President's Advisory Council Against Gender-Based Violence (PACAGBV) to support students, faculty, and staff who identify as a Safe Zone advocate on behalf of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community. The program's goal is to contribute to an open campus climate that is safe, accepting, and just for all members of the University community.	FSU Colloquia - Interdisciplinary (IDIS) courses offered in the "FSU Colloquia" section of the GEP Program. Course topics vary and include: IDIS 150: Campus Social Problems. IDIS 150: Equal Protection and Justice. IDIS 150: Exploring American Culture. IDIS 150: Exploring Leadership. IDIS 150: Leadership for Men and Women.	Study abroad programs and activities sponsored by the Center for International Education (CIE) to increase opportunities for international cultural exchange: <ul style="list-style-type: none"> • FSU is currently affiliated with study abroad vendors—Offer overseas experiences to students (semester, year-long, summer, and intersession). Many of these vendors also provide opportunities for internships, experiential learning, and volunteering abroad. • Exchange Programs—through partnerships between FSU and universities around the world, students are offered opportunities to study abroad at a lower cost. • Faculty-led Study Abroad Programs—FSU faculty members lead a group of students in an overseas experience (either for credit or a leadership experience).
	English as a Second Language (ESL) courses for incoming international students: MDFL 190: Special Topics in Foreign Language and Literature MDFL 111: Intercultural Understanding ENGL 101: Freshmen Composition	Experiential Learning activities coordinated by the Office of Experiential Learning and Leadership. As members of the FSU President's Leadership Circle (PLC), students participate in intercultural - experiential learning activities designed as opportunities to get engaged in international programs to support exploited populations while developing awareness of global social issues.
		Events organized by the Women's Studies Program and offered to students, faculty, and staff featuring guest speakers as well as FSU faculty to highlight the impact of women on current social issues and the effect of current social problems on women - globally.
		Events organized by the African American Studies Program and offered to students, faculty, and staff featuring guest speakers as well as FSU faculty, including: <ul style="list-style-type: none"> - On-campus screening of “The New Black” in partnership with the Maryland Office of Civil Rights - “The Thinning of the Thin Blue Line: The Struggle for Renewed Legitimacy in American Policing” - Capoeira (Afro-Brazilian blend of martial arts) workshop - Erica Dawson Poetry Reading - “Lessons from the Jim Crow Museum” - A lecture by the founder of the Jim Crow Museum of Racist Memorabilia, - “HIP HOP’S Reshaping of the Music Industry in the Age of Social Media, a lecture by FSU faculty. - Conflict Kitchen event organized FSU faculty.
Legend		
Y = Yes		
N = No		

Table 4
The Institution Has a Process for Reporting Campus-Based Hate Crimes

During the reporting period (February 2015 to February 2016), there was one reported bias-motivated incident. University Police investigated the incident (see Table 4).

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity			
<i>The Institution has a Process for Reporting Campus-Based Hate Crimes</i>			
FROSTBURG STATE UNIVERSITY			
Yes.			
The University Police Department leads the process for responding and reporting campus-based hate crimes. Campus crime and arrest data are compiled by the University Police Department and submitted to the Maryland State Police as part of the Uniform Crime Report.			
Date	Location	Incident	Summary
10/27/15	University Drive/College Ave Lot (FSU Campus)	Hate Crime	Three Frostburg State University Students reported, while on campus in the vicinity of University Drive and College Avenue lot, occupants of a passing vehicle began to yell racial slurs and threw bottles and tooth picks at them.
<i>Source: University Police Department</i>			
Legend			
Y = Yes			
N = No			

Section II
APPENDIX B
DEMOGRAPHIC DATA - COMPARISON TABLES FOR STUDENTS, FACULTY, AND STAFF

Table 5
Student Headcount by Career

Updated March 21, 2016

Career		Fall 2009				Fall 2013				Fall 2014				Fall 2015			
		Male	Female	All		Male	Female	All		Male	Female	All		Male	Female	All	
		N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Doctorate	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	2	3	5	6.76
	African American/Black	.	.	.	.	.	.	.	.	.	1	1	1.45	.	1	1	1.35
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	.	.	.	.	21	45	66	95.70	21	45	66	89.20
	Other	.	.	.	.	.	.	.	.	.	1	1	1.45	.	1	1	1.35
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	1	.	1	1.45	1	.	1	1.35
	All	.	.	.	.	.	.	.	.	22	47	69	100	24	50	74	100
Graduate	Unknown	5	9	14	2.22	18	13	31	4.03	39	26	65	9.83	47	53	100	13.90
	African American/Black	9	11	20	3.17	16	30	46	5.97	19	32	51	7.72	15	26	41	5.69
	Amer Ind or Alaska Nat	1	2	3	0.48	.	2	2	0.26	.	1	1	0.15	.	1	1	0.14
	Asian	1	2	3	0.48	12	5	17	2.21	11	4	15	2.27	8	6	14	1.94
	Hisp/Latino	.	4	4	0.63	6	6	12	1.59	4	5	9	1.36	5	2	7	0.97
	White	168	404	572	90.8	231	394	625	81.17	185	298	483	73.10	190	302	492	68.20
	Other	6	8	14	2.22	16	11	27	3.51	13	11	24	3.63	45	14	59	8.18
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.13	1	.	1	0.15	.	.	.	.
	Two or More Races	.	.	.	.	4	5	9	1.17	4	8	12	1.82	2	5	7	0.97
	All	190	440	630	100	304	466	770	100	276	385	661	100	312	409	721	100
Undergraduate	Unknown	46	60	106	2.23	28	24	52	1.11	28	24	52	1.06	23	23	46	0.93
	African American/Black	551	576	1127	23.7	663	609	1272	27.04	708	706	1414	28.77	776	753	1529	30.80
	Amer Ind or Alaska Nat	9	9	18	0.38	3	2	5	0.11	3	2	5	0.10	4	8	12	0.24
	Asian	44	33	77	1.62	31	28	59	1.25	37	47	84	1.71	30	47	77	1.55
	Hisp/Latino	69	54	123	2.59	100	110	210	4.46	105	130	235	4.78	123	130	253	5.10
	White	1683	1574	3257	68.5	1448	1398	2846	60.50	1367	1446	2813	57.23	1295	1446	2741	55.30
	Other	14	33	47	0.99	42	45	87	1.85	43	55	98	1.99	59	32	91	1.83
	Native Hawaiian or Pac Island	.	.	.	.	3	2	5	0.11	2	2	4	0.08	1	1	2	0.04
	Two or More Races	.	.	.	.	83	85	168	3.57	95	115	210	4.27	106	104	210	4.23
	All	2416	2339	4755	100	2401	2303	4704	100	2388	2527	4915	100	2417	2544	4961	100
All	2606	2779	5385	100	2705	2769	5474	100	2686	2959	5645	100	2753	3003	5756	100	

Source: P409 Student Enrolled Population Files; Office of Planning, Assessment, and Institutional Research

TABLE 6
INSTRUCTIONAL FACULTY
Split By Tenure/Tenure Track and Non-Tenure Track

Updated March 21, 2016

		Year															
Tenure Status	Race/Ethnicity*	2009				2013**				2014**				2015**			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Non-Tenure Track	Unknown	.	.	.	.	1	.	1	0.56	5	5	10	5.81	2	3	5	3.01
	African American/Black	.	2	2	1.34	.	3	3	1.69	.	2	2	1.16	2	2	4	2.41
	Amer Ind or Alaska Nat	.	.	.	.	.	1	1	0.56	1	.	1	0.58	1	.	1	0.60
	Asian	3	1	4	2.68	1	2	3	1.69	1	1	2	1.16	2	1	3	1.80
	Hisp/Latino	.	3	3	2.01	1	3	4	2.25	1	2	3	1.74	.	1	1	0.60
	White	64	76	140	93.96	80	84	164	92.13	65	86	151	87.79	69	81	150	90.36
	Other	.	.	.	.	2	.	2	1.12	.	2	2	1.16	.	2	2	1.20
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	1	.	1	0.58	.	.	.	.
	All	67	82	149	100	85	93	178	100	74	98	172	100	76	90	166	100
Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	4.27	6	2	8	3.74	6	3	9	4.21	7	3	10	4.65
	Asian	9	7	16	7.58	12	7	19	8.88	11	6	17	7.94	10	6	16	7.44
	Hisp/Latino	1	3	4	1.9	1	2	3	1.40	1	3	4	1.87	1	3	4	1.86
	White	116	66	182	86.26	111	73	184	85.98	106	70	176	82.24	107	71	178	82.79
	Other	.	.	.	.	.	.	.	.	6	2	8	3.74	6	1	7	3.26
	All	133	78	211	100	130	84	214	100	130	84	214	100	131	84	215	100
All	200	160	360	100	215	177	392	100	204	182	386	100	207	174	381	100	

Source: M155 Employee Data System Files; Office of Planning, Assessment, and Institutional Research

*Data reported for fall 2009 based on the 1977 race/ethnicity codes. Fall 2013 through Fall 2015 data based on the new race/ethnicity codes.

** 2013 through 2015 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications..

TABLE 7
STAFF BY PRINCIPAL OCCUPATIONAL ASSIGNMENT

Updated March 21, 2016

		Year															
Occupational Code	Race/Ethnicity*	2009				2013**				2014**				2015**			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Exec/Admin/Mngr	Unknown	.	.	.	.	4	5	9	3.7	1	2	3	1.25	2	4	6	2.49
	African American/Black	2	1	3	5.17	.	.	.	.	4	5	9	3.75	3	6	9	3.73
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	4	.	4	1.65	4	.	4	1.67	4	.	4	1.66
	Hisp/Latino	.	.	.	.	1	1	2	0.82	.	.	.	.	1	.	1	0.41
	White	35	20	55	94.83	104	124	228	93.83	98	125	223	92.92	98	123	221	91.7
	Other	.	.	.	.	.	.	.	.	1	.	1	0.42	.	.	.	.
All	37	21	58	100	113	130	243	100	108	132	240	100	108	133	241	100	
Teaching Assist	White	.	.	.	.	.	.	.	.	2	5	7	100	2	5	7	100
	All	.	.	.	.	.	.	.	.	2	5	7	100	2	5	7	100
Professional	Unknown	.	1	1	0.65	2	1	3	2.97	4	.	4	4.12	6	3	9	9.47
	African American/Black	4	5	9	5.81	1	5	6	5.94	4	2	6	6.19	.	1	1	1.05
	Amer Ind or Alaska Nat	1	.	1	0.65	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	3	.	3	1.94	.	1	1	0.99	2	1	3	3.09	1	2	3	3.16
	Hisp/Latino	.	.	.	.	1	1	2	1.98	.	1	1	1.03	.	.	.	.
	White	60	81	141	90.97	28	61	89	88.12	23	56	79	81.44	26	55	81	85.26
	Other	.	.	.	.	.	.	.	.	.	3	3	3.09	.	.	.	.
	Two or more races	.	.	.	.	.	.	.	.	.	1	1	1.03	.	1	1	1.05
All	68	87	155	100	32	69	101	100	33	64	97	100	33	62	95	100	
Clerical	Unknown	.	2	2	1.05	2	2	4	2.26	5	9	14	7.78	4	10	14	.
	African American/Black	1	7	8	4.19	6	7	13	7.34	5	6	11	6.11	4	2	6	.
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	1	.	1	0.56	1	.	1	.
	Asian	.	3	3	1.57	.	1	1	0.56	1	3	4	2.22	.	3	3	.
	Hisp/Latino	1	.	1	0.52	1	.	1	0.56	1	1	2	1.11	1	1	2	.
	White	25	152	177	92.67	32	122	154	87	28	118	146	81.11	22	114	136	.
	Other	.	.	.	.	2	2	4	2.26	.	.	.	.	1	.	1	.
	Two or More Races	.	.	.	.	.	.	.	.	1	1	2	1.11	.	1	1	.
All	27	164	191	100	43	134	177	100	42	138	180	100	33	131	164	100	
Technical	Hisp/Latino	1	.	1	2.17	.	.	.	.	.	.	.	.	.	.	.	.
	White	24	21	45	97.83	1	6	7	100	1	6	7	100	.	6	6	100
	All	25	21	46	100	1	6	7	100	1	6	7	100	.	6	6	100
Skilled Crafts	Unknown	.	.	.	.	.	.	.	.	2	1	3	3.3	2	1	3	3.19
	African American/Black	.	.	.	.	1	1	2	2.11	.	1	1	1.1	.	1	1	1.06
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	1	.	1	1.05	1	.	1	1.1	1	.	1	1.06
	White	34	1	35	100	47	45	92	96.84	44	42	86	94.51	48	41	89	94.68
All	34	1	35	100	49	46	95	100	47	44	91	100	51	43	94	100	
Serv/Maint	Unknown	.	.	.	.	.	.	.	.	2	.	2	4.26	2	.	2	4.16
	African American/Black	.	3	3	3.53	1	.	1	1.89	.	.	.	.	.	.	.	.
	Asian	.	1	1	1.18	.	.	.	.	.	.	.	.	.	.	.	.
	White	45	36	81	95.29	51	1	52	98.11	44	1	45	95.74	45	1	46	95.83
	All	45	40	85	100	52	1	53	100	46	1	47	100	47	1	48	100
All	236	334	570	100	290	386	676	100	279	390	669	100	274	381	655	100	

Source: M155 Employee Data System Files; Office of Planning, Assessment, and Institutional Research

*Data reported for fall 2009 based on the 1977 race/ethnicity codes. Fall 2013 through Fall 2015 data based on the new race/ethnicity codes.

** 2013 through 2015 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

**2015-2016 PROGRESS REPORT ON INSTITUTIONAL PROGRAMS
OF CULTURAL DIVERSITY¹**

April 2016

Cultural Diversity Planning at Salisbury University

I. CULTURAL DIVERSITY PLAN, IMPLEMENTATION STRATEGY, AND TIMELINE FOR MEETING GOALS WITHIN PLAN

Salisbury University's (SU) 2014-2018 Strategic Plan establishes four overarching goals:

- To educate students for success in academics, career, and life;
- To embrace innovation to enhance the Salisbury University experience;
- To foster a sense of community on campus and at the local, national, and international level; and
- To provide appropriate programs, spaces, and resources for all members of the campus community.

As a core value of our institution, diversity is thoroughly interwoven into all four aspects of our Strategic Plan.

Our efforts to recruit a diverse group of students, implemented through a comprehensive Enrollment Master Plan, continue to yield significant results. Total enrollment for undergraduate and graduate students has increased 6% compared to baseline year 2009-2010. In the same period, there was a 50.2% increase in minority undergraduate students (including NRA) and a 63.0% increase in minority graduate students (including NRA), which includes a 337% increase in NRA undergraduate students, and a 244% in NRA graduate students. As of fall 2015, minority students make up 25% of our student population (based on students who have identified a race/ethnicity category). Sixty-eight (68) countries are represented among our student body.

We have implemented various programmatic initiatives for retention of our increasingly diverse student body, including the Center of Student Achievement and the Writing Center, Living Learning Communities, Math Placement initiatives, TRiO programs, and mid-semester reporting and advising initiatives. These initiatives are central to our goal to support student identity, inclusiveness, engagement, and success. In the upcoming year, we plan on conducting a campus climate survey to identify areas in need of attention, and developing a Diversity & Inclusion Strategic Plan to address them over the coming years.

An emphasis has been placed on curricular initiatives that promote cultural diversity in the classroom, and creating an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals in an increasingly interdependent world. We continue to evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce. The General Education Steering Committee continues to review general education at Salisbury University, including whether the learning outcomes adequately support these stated goals. Schools and programs have also focused on curricular development, as noted in Table 3.

SU's international initiatives represent a strategic complement to the University's comprehensive diversity efforts by attracting a more diverse student body and faculty to main campus in Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum. Total study abroad

¹ As set forth in the University's 2014-2018 Strategic Plan, "[d]iversity should be broadly defined, including the traditional categories of race, class, gender, national origin, and sexual orientation, but also embracing diversity of thought and experience."

numbers for 2015-2016 are not complete, but we estimate a total of 350 students to study abroad for academic credit. In comparison to the base year of 2009-2010, the number of students studying abroad for full semesters has increased by 75%. In addition, SU welcomed a continuing flow of J-1 Visiting Scholars to the faculty, and continued to expand its portfolio of international partnerships with the goals of improving international student recruitment, education abroad programming, and faculty and research collaborations.

In addition to these and other curricular initiatives, just as we expect our students to be engaged in the classroom, we also are cognizant of the University's role in preparing students to be engaged citizens. Faculty, staff, and students must be able to celebrate both our diversity in its broadest definition as well as elements of a common identity as members of the Salisbury University. The University continues to provide a wealth of co-curricular programs and events for students that create positive cultural interactions and awareness, as well as cultural sensitivity instruction and training opportunities for faculty, staff and students.

While we are proud of our progress, we recognize that fostering a diverse and inclusive campus community is a continuous process, and we continue to look for areas in need of particular attention. While our campus is more diverse today than ever before, we must continue our efforts to recruit a group of students that more closely reflects the diversity present at the state-level, as well as increase diversity among tenure/tenure-track faculty, executive and professional staff. We must also continue to focus on fostering cultural competence among our students, faculty, and staff, increasing the number of students studying abroad, and expanding cultural competence training opportunities for students, faculty, and staff.

Therefore, the University continues to introduce programs to help welcome and accommodate the projected changing demographics of our entering classes over the years. Programs needed to recruit and retain these students, attract more international students to our campus, foster cultural competence among our campus community members, and continue to offer SU students additional international education opportunities continue to achieve significant results. The following narrative, while not all-inclusive, illustrates our efforts and accomplishments over this past year.

II. DESCRIPTION OF WAY INSTITUTION ADDRESSES CULTURAL DIVERSITY AMONG ITS STUDENTS, FACULTY, AND STAFF

A. Recruitment and retention of underrepresented students, faculty, and staff

SU continues to implement both general and targeted recruitment initiatives. Institution-wide initiatives include the Test-Optional Policy, on-the-spot admissions, and partnerships with college access groups. Prospective students and local youth are invited to our campus through admissions bus tours, the Multicultural Alliance Day and Reception, and the Multicultural Leadership Summit. Minority prospective students are further engaged through targeted communications, such as a welcome letter from the Organization of Latin American Students, and the Powerful Connections Program, which aims to assist students from underrepresented groups in the transition from high school to college.

Additionally, individual schools developed innovative curricular efforts to engage diverse students, and engaged in targeted outreach and programs that provide opportunities for youth and prospective students to experience our campus, including the Henson School of Science and Technology and the Fulton School of Liberal Arts, and the Seidel School of Education and Professional Studies.

Meanwhile, the University continued to implement efforts to recruit a diverse talent pool. The Office of Institutional Equity conducts reviews of Recruitment Plans and Candidate Pool/Finalist Reports to ensure the fairness of the search and selection process. Additionally, SU placed an additional ad in *Diverse: Issues in Higher Education's* 30th anniversary edition and the usual Hispanic Heritage edition. SU also appeared in the Hispanic Association of Colleges and Universities national conference program and in an Equal Opportunity Council magazine, as well as two annual Hispanic Outlook issues. All promoted SU's reputation for quality and excellence for potential job seekers and others.

B. Positive cultural interactions and awareness among students, faculty, and staff

See Table 3.

C. Cultural sensitivity instruction and training for students, faculty, and staff

See Table 3.

D. Use of administrative structures, offices, councils, and diversity officers

1. *Administrative units* – The President’s Office and each division houses administrative units that play a critical role in addressing cultural diversity on the SU campus. The President’s Office oversees the Office of Institutional Equity: Fair Practices, Diversity, and Inclusion. The Office of the Provost provides leadership for the Office of Cultural Affairs, the Salisbury Nationally Competitive Fellowships Office, and the Veteran Affairs Office. Under the Vice President of Student Affairs are the Multicultural Student Services Office, the Office of Student Disability Support Services, and the TRiO ACHIEVE Student Support Services program.

2. *School-Level Structures* – The following structures are located within each school: Fulton Public Humanities Initiative and the Institute for Public Affairs and Civic Engagement (Fulton School of Liberal Arts), Bienvenidos a Delmarva and GraySHORE (Perdue School of Business); Diversity Special Interest Group (Seidel School of Education and Professional Studies).

3. *Department-Level Structure* – Example of diversity-related initiatives supported by individual departments include: Accommodations Task Force (Nursing), Cultural Laureate Program (Cultural Affairs), Diversity Campus Connection Team (Housing and Residence Life), and the Multicultural Alliance of Organizations (Multicultural Student Services)

4. *Shared Governance* – The University Consortium includes two standing committees tasked specifically with issues related to the University’s cultural diversity plan: the Consortium Cultural Affairs Committee and the Consortium Diversity & Inclusion Committee.

5. *Other Structures* – Other collaborative structures include the African American History Month Committee, the Native American Heritage Month Planning Committee, the SU Chapter of USM Women's Forum, the Web Accessibility Workgroup, and the Women's History Month Committee.

E. Use of targeted programs to achieve cultural diversity goals

While we have an overarching commitment to development programmatic efforts that are supportive of our strategic planning goals, a number of targeted programs are specifically identified in our strategic plan as central to achieving our cultural diversity goals. These programs are listed in Table 2. While these programs have already been fully implemented, their continued success is of strategic importance for the University.

III. EFFORTS TO CREATE POSITIVE INTERACTIONS AND AWARENESS AMONG STUDENTS, FACULTY, AND STAFF

A. Cultural Diversity Instruction and Training for Students, Faculty, and Staff

This year, through the Office of Institutional Equity, the following programs were offered to faculty, staff, and students: the Maryland Coalition against Sexual Assault (MCASA)'s Eastern Shore Regional Training, Exploring the Needs of LGBTQ Students: Concepts and Considerations, the Penn Summit on Responding to Racism in College and University Campuses, and Safe Space workshops.

Additionally, individual units implemented targeted training efforts. Housing and Residence Life professional Staff participated in: a) a dedicated Safe Space workshop, b) a webinar on Transgender Students on Campus, to which staff members from other departments were invited, and c) group discussions for that covered

topics of race, privilege, and feminism, and d) “Diversity Day” activities focused on various diversity and inclusion topics, such as feminism and race. Additionally, as part of the Resident Assistants training program, RAs participated in presentations on Diversity and Inclusion and Fair Practices, Mental Health, and Race. The Seidel School of Education and Professional Studies hosted the Holocaust Educators Network Summer Institute, through which thirteen teachers from throughout the mid-Atlantic region attended a week-long intensive seminar on teaching about the Holocaust and social justice, the *Teaching about Racism* faculty training workshop on pedagogy regarding racism for social work faculty, and *What's the T? Becoming a Trans Inclusive Professional*, a continuing education workshop open to community professionals, faculty, and students regarding the lived experiences of transgender people.

B. Curricular Initiatives that Promote Cultural Diversity in Classroom

In the Fulton School of Liberal Arts, new faculty hires with expertise in African history, South Asian history and East Asian history, as well as diverse faculty hire with expertise in the growing field of Multicultural Psychology were welcomed to the School. An Anthropology track and minor are now offered. A one-credit, pass-fail Special Topics course offered under Interdisciplinary Studies 280 was implemented. In spring 2016, the topic “Interrogating Inequality” attracted an enrollment of 50+ students. The course “Spanish for Heritage Speakers” has been designed to improve the writing and speaking skills of our Latino/Hispanic students on campus.

In the Henson School of Science and Technology, nearly every course in the undergraduate degree curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral program has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced.

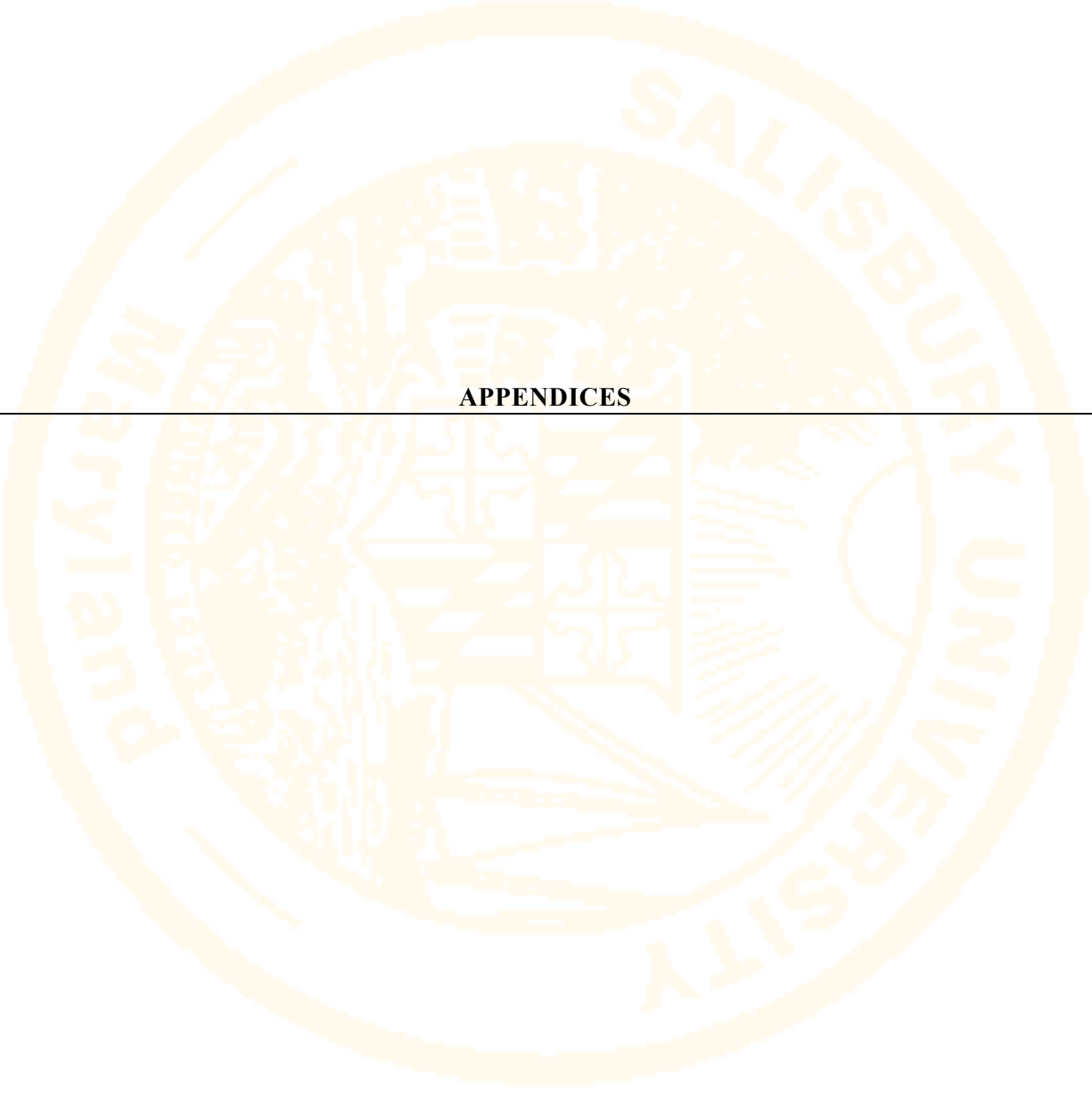
In the Seidel School of Education and Professional Studies, the following foundational behavior is found across the Athletic Training curriculum; in all courses and in every required clinical experience: a) demonstrate awareness of the impact that clients’/patients’ cultural differences have on their attitudes and behaviors toward healthcare, b) demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations, and c) work respectfully and effectively with diverse populations and in a diverse work environment.

C. Co-Curricular Programs and Events for Students

Co-curricular programs and events for students play a central role in preparing students to be engaged citizens, and support our goal to support student identify, inclusiveness, engagement, and success. These programs are too abundant to enumerate, and are carried out by various units throughout our campus. The Student Affairs division has primary responsibility for co-curricular efforts to support and enhance the academic success of our students through all of its constituent departments, including Housing and Residence Life, the Office of Student Activities, Organizations, and Leadership, Multicultural Student Services, and the Office of Student Disability Support Services.

In the Academic Affairs division, the Office of Cultural Affairs continued to complement the University’s academic offerings through a full calendar of events including dance, films and musical performances. In addition, the Fulton School of Liberal Arts, through its Fulton Public Humanities Program, supports, organizes, and develops academic programs and events that promote public awareness and understanding of marginalized groups, moments, and events in history. Finally, the Seidel School of Education and Professional Studies has placed an increased focus on public lecture offerings on topics related to diversity and inclusion.

Finally, our Advancement and External Affairs division promote cultural awareness and engage our alumni and local community with our campus and current students through special events and affinity groups.



APPENDICES

2015-2016 Annual Report on Institutional Programs of Cultural Diversity

Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

Salisbury University

A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 1: Academic Programming	1.1: Evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce.	<ul style="list-style-type: none"> a. Support curricular innovation to meet changing individual, societal, workforce needs. b. Ensure every undergraduate at SU has the opportunity to participate in enriching experiences outside the classroom that will promote engaged citizenship and bolster their opportunities for future employment and success. c. Continue to work to provide internship opportunities for students in all disciplines 	N	/	
Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 2: Recruit and Retain a Diverse Group of Students	1.6: Implement Enrollment Master Plan.	<ul style="list-style-type: none"> a. Increase communication between Admissions and academic programs to align enrollment and academic initiatives. b. Increase marketing resources as funds are available. 	Y (annual)	a. From base year 2009-2010: 50.2% increase in minority undergraduate students (including NRA), and 63.0% increase in minority graduate students (including NRA).	a. Continue efforts to recruit a group of students that more closely reflects the diversity present at the state level.
Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 2: Recruit and Retain a Diverse Group of Students	1.7: Fully support programmatic initiatives for retention, including the CSA and the Writing Center, Living Learning Communities, Math Placement initiatives, TRiO programs, and mid-semester reporting and advising initiatives.	<ul style="list-style-type: none"> a. Provide resources to assure these services are successful and fully functional. b. Provide appropriate staffing so that the CSA and Writing Center are open throughout the year. c. Ensure that the OSDSS is sufficiently staffed to serve students with documented disabilities. 	N	/	

Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 3: International Students and Study Abroad	1.8: Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals in an increasingly interdependent world.	<ul style="list-style-type: none"> a. Partner with academic schools to determine strategic alliances with international universities and programs. b. Increase percentage of students studying abroad on semester or year-length programs from 18% to 40% of total students studying abroad. c. Increase the number of matriculated international students. d. Design academic programs of interest to an international market at the undergraduate and graduate level. e. Continue to develop ELI as a pathway for international students to become full-time students at SU. f. Collaborate with the ELI to establish defined “Pathways” to bring international students into graduate programs through the ELI as an alternative to traditional TOEFL or IELTS testing. 	Y (annual)	<ul style="list-style-type: none"> a. From base year 2009-2010: 337% increase in NRA undergraduate students. 244% in NRA graduate students. b. 23% of SU students studying abroad for credit in AY 2014-15 did so on semester-length programs c. From base year 2009-2010: the number of students studying abroad for full semesters has increased by 75%. 	<ul style="list-style-type: none"> a. Increase number of students studying abroad.
Y	Strategic Plan 2014-2018 Goal 3: Foster Community	3.1 Increase the diversity of students, faculty, and staff.	<ul style="list-style-type: none"> a. Continue to recruit and graduate a diverse student body. b. Explore the creation of selected post-doctoral teaching appointments to help increase the diversity of our faculty. c. Determine whether Fulbright professorships, visiting professor appointments, or partnerships with external groups such as the “Ph.D. Project” can assist in diversifying faculty. d. Continue to implement strategies to diversify staff. 	Y (annual)	<ul style="list-style-type: none"> a. From base year 2009-2010: 12.2% increase in minority tenure/tenure-track faculty. 128.6% increase in minority non-tenure track/other faculty. 10.2% increase in minority staff. 	<ul style="list-style-type: none"> a. Increase diversity among tenure/tenure-track faculty. b. Increase diversity among executive and professional staff.
Y	Strategic Plan 2014-2018 Goal 3: Foster Community	3.2 Centralize administrative functions related to equity and diversity on campus through creating the Office of Institutional Equity.	<ul style="list-style-type: none"> a. Provide training and enforcement of fair practices and Title IX regulations. b. House the Office of Diversity. 	Y (annual)	<ul style="list-style-type: none"> a. Between 09/03/15 and of 3/16/2016, 47% completion rate for fair practices and Title IX online training modules. b. No data available for base year. 	<ul style="list-style-type: none"> a. Increase completion rate for fair practices and Title IX training modules.

Y	Strategic Plan 2014-2018 Goal 3: Foster Community	3.8: Develop mechanisms to support student identity, inclusiveness, engagement, and success.	a. Conduct Campus Climate Survey. b. Develop Diversity & Inclusion Strategic Plan.	N	/	a. Increase cultural competence training opportunities for students, faculty and staff.
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2015-2016 Annual Report on Institutional Programs of Cultural Diversity

Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff

Salisbury University

A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<p>Institution-wide Student Recruitment Efforts:</p> <ul style="list-style-type: none"> • <u>Admissions Bus Tours</u>: The Admissions Office hosts several diverse student groups for an information session and a tour of campus. This year, 26 diverse groups we brought to campus this year, totaling about 979 students. • <u>Multicultural Alliance Day and Reception</u>: a collaboration between the Office of Multicultural Student Services and the Office of Admissions, the purpose of the program is to welcome perspective students of multicultural backgrounds and their families to Salisbury University and to introduce them to the programs and services offered by Multicultural Student Services. • <u>Multicultural Leadership Summit</u>: The Multicultural Leadership Summit is an initiative of the Office of Multicultural Student Services that aims to empower and develop leaders on campus and in the local community. There are usually over 100 students from SU as well as the local high schools who attend. Sessions are hosted by local campus partners, faculty, staff, and alumni. • <u>OLAS Target Letter</u>: The Organization of Latin American Students drafted a welcome letter 	<p><i>Please refer to Table 3 for a list of efforts to create positive interactions and awareness among students faculty and staff, including:</i></p> <ul style="list-style-type: none"> • Curricular Initiatives that Promote Cultural Diversity in Classroom • Co-Curricular Programs and Events for Students 	<p><i>Please refer to Table 3 for a detailed list of efforts that use cultural sensitivity instruction and training for students, faculty, and staff.</i></p>	<p>Administrative Units:</p> <ul style="list-style-type: none"> • Multicultural Student Services (Student Affairs) • Office of Cultural Affairs (Academic Affairs) • Office of Institutional Equity (President’s Office) • Office of Student Disability Support Services (Student Affairs) • Salisbury Nationally Competitive Fellowships Office (Academic Affairs) • TRiO ACHIEVE Student Support Services (Student Affairs) • Veteran Services Office (Academic Affairs) <p>School-Level Structures:</p> <ul style="list-style-type: none"> • <u>Fulton School</u>: <ul style="list-style-type: none"> ◦ Fulton Public Humanities Initiative • Institute for Public Affairs and Civic Engagement 	<p>Goal 1: Educate students for campus, career, and life</p> <ul style="list-style-type: none"> • General Education Review Steering Committee • Enrollment Master Plan • Center for Student Achievement • Living Learning Communities • Math Placement initiatives • Mid-semester reporting and advising initiatives • Office of Student Disability Support Services • TRiO ACHIEVE Student Support Services • Writing Center • English Language Institute <p>Goal 3: Foster Community</p> <ul style="list-style-type: none"> • Office of Institutional Equity • Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Faculty and Staff (Title IX training)

<p>that will go to every admitted Hispanic student letting them know they will have a table as Admitted Student Day and giving their website for more information.</p> <ul style="list-style-type: none"> • <u>On-the-spot admissions</u>: at high schools, particularly those with high minority populations, SU admissions staff makes admissions decisions on the spot upon review of application, test scores, and transcript. • <u>Partnerships with College Access Groups</u>: SU partners with several college access groups that assist diverse students with the college process; admission and scholarships are available to those students that meet the criteria. • <u>Powerful Connections</u>: the program is oriented to students from diverse backgrounds. Upper class students who have participated in prior programs are matched with first year students from underrepresented groups to assist in the transition from high school to college. Students are able to check in to their permanent residence halls, participate in a variety of workshops oriented to diverse topics, in addition to becoming acclimated to the University. • <u>Test Optional Policy</u>: SU continues to promote the Test Optional Policy; students with a weighted 3.5/4.0 gpa are eligible to apply for admission without submitting an ACT or SAT score. <p>Henson School of Science and Technology:</p> <ul style="list-style-type: none"> • <u>AMC8 Math Competition</u>: The AMC8 is a national mathematics competition for eighth graders. The event targeted middle schools in our region with high proportions of students who are likely to be 			<ul style="list-style-type: none"> • <u>Perdue School</u>: <ul style="list-style-type: none"> ○ Bienvenidos a Delmarva ○ GraySHORE • <u>Seidel School</u>: <ul style="list-style-type: none"> ○ Diversity Special Interest Group <p>Departmental-Level Structures:</p> <ul style="list-style-type: none"> • Accommodations Task Force (Nursing) • Cultural Laureate Program (Cultural Affairs) • Diversity Campus Connection Team (Housing and Residence Life) • Multicultural Alliance of Organizations (Multicultural Student Services) <p>Shared Governance:</p> <ul style="list-style-type: none"> • Consortium Cultural Affairs Committee • Consortium Diversity & Inclusion Committee <p>Other Structures:</p> <ul style="list-style-type: none"> • African American History Month Committee • Native American Heritage Month Planning Committee • SU Chapter of USM Women's Forum • Web Accessibility Workgroup • Women's History Month Committee 	<p>for faculty, staff, and students)</p> <ul style="list-style-type: none"> • Training: EEO Laws and Discrimination Prevention for Higher Education (Fair practices training for faculty, staff, and students) • National Association of College and University Attorneys (NACUA)'s Title IX Coordinator Certification (8-week advanced Title IX training for President, Cabinet, Deans, and members of Title IX Team)
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<p>economically disadvantaged or the first in their families to go to college.</p> <ul style="list-style-type: none"> • <u>Articulation Agreements with Community Colleges</u>: The Medical Laboratory Science Program seeks out community colleges with Medical Laboratory Technician programs for articulation agreements that facilitate credit transfer and degree completion in 2 years or less. As a category, community colleges often have more diverse populations, particularly with respect to socioeconomic disadvantage. • <u>Health Professions Advising Program</u>: SU's Health Professions Advising Program (HPAP) provides guidance on paths to a variety of healthcare careers and professional programs. Working closely with the Medical Careers Society (student organization), the HPAP connects minority students to opportunities in programs like Enhancing Diversity in Medicine and fellowships that target minority individuals. • <u>Outreach and Support for Women and Minorities in STEM</u>: Participation in or leadership of several activities to support an increase in the numbers of women and under-represented minorities pursuing STEM majors and, ultimately, careers. Outreach activities including Science Camp, Girls Scouts STEM Festival, and Maryland STEM Festival. Co-Curricular activities include: Active Scientista chapter on campus. • <u>Student Dental Association</u>: The purpose of this organization shall be to aid the effort of increasing the number of minority students entering dental schools, increasing the knowledge of dentistry as a profession in undergraduate students, 				
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<p>and informing students about the resources available that are designed to help improve DAT scores of pre-dental undergraduates.</p> <ul style="list-style-type: none"> • <u>SU Respiratory Therapy Program at the University at Shady Grove</u>: Since its introduction in 2008, the enrollment has been diverse with most students coming from first generation American families with parents from various African and Middle Eastern countries. It is important to note that the Respiratory Therapy Program is leaving USG at the end of the academic year in spring of 2017 (number of students pursuing careers in RT much less than expected compared to those graduating from SU home campus program). • <u>Wicomico Health Department - DART Anti-Drug - PSA Filming</u>: partnership to provide local at-risk youth the opportunity to film an anti-drug Public Service Announcement (PSA). <p>Fulton School of Liberal Arts</p> <ul style="list-style-type: none"> • <u>Undergraduate Nonprofit Leadership Certificate Program</u>: the development a nonprofit leadership certificate program, aimed at preparing students to develop careers in the nonprofit sector, is currently underway. Much of the nonprofit sector is devoted to social justice causes, program is likely to attract many students and will assist in recruiting a diverse array of students. • <u>Salisbury Youth Orchestra</u>: full symphony orchestra made up of middle school and high school students from the Delmarva area. Nearly 90 students participated 				
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<p>during this academic year. One third are from minority backgrounds.</p> <p>Seidel School of Education and Professional Studies:</p> <ul style="list-style-type: none"> • <u>Academic Support (through) Active Partnerships (with) Schools (ASAPS) Program:</u> ASAPS, a university-based, after-school program that serves “at-risk” students from five local elementary, three middle, and two high schools, is a response to specific needs of the local community. ASAPS’ project-based literacy approach provides educational experiences that complement the classroom curriculum and foster holistic growth in urban youth. Academically low performing students such as those served in the ASAPS program, often do not aspire to go to college because they do not connect in any way with higher education. ASAPS has addressed this concern by making the program an integral part of Salisbury University (SU) since 2008. <p>Employee Recruitment Efforts:</p> <ul style="list-style-type: none"> • The Office of Institutional Equity conducts reviews of Recruitment Plans and Candidate Pool/Finalist Reports to ensure the fairness of the search and selection process. • SU placed an additional ad in Diverse: Issues in Higher Education’s 30th anniversary edition and the usual Hispanic Heritage edition. SU also appeared in the Hispanic Association of Colleges and Universities national conference program and in an Equal Opportunity Council magazine, as well as two annual Hispanic Outlook issues. All promoted SU’s reputation for quality 				
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<p>and excellence for potential job seekers and others.</p> <ul style="list-style-type: none">• Supporting initiatives to reach international students, SU placed an additional ad in The Washington Diplomat. Its 120,000 readership includes 180+ embassies in D.C., United Nations offices, governments and private companies. SU also is again featured in the International Student Guide, with 50,000 copies distributed to student advisory offices of Fulbright Commissions, embassies and other exchange organizations in some 20 countries.				
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2015-2016 Annual Report on Institutional Programs of Cultural Diversity

Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff

Salisbury University

A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
<p>Institution-Wide Efforts: Through the Office of Institutional Equity, the following programs were offered to faculty, staff, and students:</p> <ul style="list-style-type: none"> • <u>Maryland Coalition against Sexual Assault (MCASA)'s Eastern Shore Regional Training:</u> daylong training focused on sexual violence prevention and response on campus, particularly, survivor-centered responses to reports of sexual violence. • <u>Exploring the Needs of LGBTQ Students: Concepts and Considerations:</u> webinar exploring some of the needs facing our LGBTQ+ students and addressing important skills needed to create a safe, welcoming, and inclusive environment for all students. • <u>Penn Summit on Responding to Racism in College and University Campuses:</u> this four-part virtual summit hosted by the University of Pennsylvania Center for the Study of Race and Equity in Education included the following modules: a) How People Of Color Experience Racism On Campus, b) Race-Conscious Institutional Leadership, c) Race-Consciousness In Classrooms And Curricula: Strategies For College Faculty, and d) Strategically Improving Campus Racial Climates. • <u>Safe Space:</u> this workshop, offered monthly, aims to reduce the often unwelcoming and even hostile environments in which LGBTQIA people navigate in their daily lives. Workshop participants explore their role and responsibility in creating a more welcoming environment at work, school, and in our communities. <p>Targeted Efforts:</p>	<p>Fulton School of Liberal Arts:</p> <ul style="list-style-type: none"> • <u>History:</u> new faculty hires with expertise in African history, South Asian history and East Asian history • <u>Anthropology:</u> Track and Minor offering • <u>Interdisciplinary Studies:</u> development of one-credit, pass-fail topics course offered under IDIS 280. In spring 2016, the topic “Interrogating Inequality” attracted an enrollment of 50+ students. • <u>Psychology:</u> diverse faculty hire with expertise in the growing field of Multicultural Psychology • <u>Modern Foreign Languages:</u> The course “Spanish for Heritage Speakers” has been designed to improve the writing and speaking skills of our Latino/Hispanic students on campus. <p>Henson School of Science and Technology:</p> <ul style="list-style-type: none"> • <u>Nursing Curricula and Educator Expansion Program:</u> Nearly every course in the undergraduate degree curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral program has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced. <p>Seidel School of Education and Professional Studies:</p> <ul style="list-style-type: none"> • <u>Athletic Training Curriculum:</u> The following foundational behavior is found across the Athletic Training curriculum; in all courses and in every required clinical experience: a) 	<p>Advancement and External Affairs:</p> <ul style="list-style-type: none"> • The Office of Alumni Relations sponsors many events that promote cultural awareness and engage our alumni including the sponsorship of the <u>Multicultural Jazz Social</u>, Alpha Kappa Alpha Sorority Inc. (AKA) for a <u>breakfast honoring SU's Black Greek Fraternities and Sororities</u> and the <u>LAMBDA Society Rainbow Reunion</u> during Homecoming Weekend each year. (T - Homecoming). • The <u>Women's Circle</u> seeks to create an eclectic group by actively recruiting women from various age groups, socio-economic backgrounds, and ethnicities, and to connect women to SU by creating opportunities to engage members with cultural and intellectual events on campus and by facilitating interactions between students and members. The Women's Circle of Salisbury University created an endowed annual financial award given to students on the basis of merit, community involvement and financial need. <p>Athletics:</p> <ul style="list-style-type: none"> • <u>Celebrating Our Differences Through Diversity</u> (T – Student Athletes): Short video scripted and shot by our SAM (Student-Athlete Mentor) program sending the message that being different doesn't mean we can't be unified together as teammates. <p>Cultural Affairs:</p> <ul style="list-style-type: none"> • <u>African American History Month</u> (IW): Offerings included performances by Nathan

<ul style="list-style-type: none"> • <u>Housing and Residence Life</u>: professional Staff participated in: a) a dedicated Safe Space workshop, b) a webinar on <i>Transgender Students on Campus</i>, to which staff members from other departments were invited, and c) group discussions for that covered topics of race, privilege, and feminism, and d) “Diversity Day” activities focused on various diversity and inclusion topics, such as feminism and race. Additionally, as part of the Resident Assistants training program, RAs participated in presentations on Diversity and Inclusion and Fair Practices, Mental Health, and Race. • <u>Seidel School of Education and Professional Studies</u>: <ul style="list-style-type: none"> ○ <i>Holocaust Educators Network Summer Institute</i>: thirteen teachers from throughout the mid-Atlantic region attended a week-long intensive seminar on teaching about the Holocaust and social justice. ○ <i>Teaching about Racism</i>: faculty training workshop on pedagogy regarding racism for social work faculty ○ <i>What's the T? Becoming a Trans Inclusive Professionals</i>: continuing education workshop open to community professionals, faculty, and students regarding the lived experiences of transgender people. 	<p>demonstrate awareness of the impact that clients’/patients’ cultural differences have on their attitudes and behaviors toward healthcare, b) demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations, and c) work respectfully and effectively with diverse populations and in a diverse work environment.</p>	<p>Williams and the Zydeco Cha-Chas, and Step Afrika!</p> <ul style="list-style-type: none"> • <u>Bridges to the World International Film Series (IW)</u> - statewide, month-long initiative in recognition of the state’s global reach and a reflection of those connections in Maryland. Each film is introduced, screened and followed by a discussion. This year, movies from the following countries are featured: Israel, Slovakia, Philippines, Panama, and Syria • <u>Chamber Music Series (IW)</u>: the series provides opportunities for live chamber music concerts to be heard and enjoyed on the Eastern Shore. Offerings included the Chamber Orchestra Kremlin Moscow (Russia), the Fauré Quartett (Germany), New York Polyphony, and the Peacherine Ragtime Society Orchestra • <u>“Made in America” (IW)</u>: this series explores the evolution of our culture from many diverse influences around the globe to create our uniquely American experience. Featured events include: Harlem Renaissance Screening: The Music & Rhythms that Started a Cultural Revolution, The Carolina Shag Dance Classes, The Crooked Road: Virginia's Musical Trail, Contra Dance Dance Class, Tap Dance Class, and he Peacherine Ragtime Society Orchestra • <u>Hispanic Heritage Month (IW)</u>: Offerings included performances by Cimarron, Cumbia All Stars, and Tango Lovers • <u>International Dinner Series (IW)</u>: • Other programming included <u>De Temps Antan (IW)</u>, a Québécois music trio, Dhrupad Vocalist <u>Meghana Sardar (IW)</u>, ZOO ZOO (IW), Guitarist Junhong Kuang (IW)
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- Distinguished Faculty Lecture Series (IW): *Key Concepts in Buddhist Teaching: Momentariness & Liberation* (Joerg Tuske)
- Remembering Syria (IW): an evening of music and film representing the artistic traditions of Syria
- Tibetan Monks Residency (IW): for the fifth time, 11 Tibetan monks from the famed Drepung Loseling Institute, with blessings from His Holiness the Dalai Lama, are in residence at SU.

Fulton School of Liberal Arts:

- Fulton Public Humanities Program (IW): supports, organizes, and develops academic programs and events that promote public awareness and understanding of marginalized groups, moments, and events in history (up to the present). It provides opportunities for programs that possess curricular and academic value in the recovery, commemoration, and study of human experience in all its complex diversity using the unique methods and core perspectives of the Humanities, including the
 - *Women's History Month*: offerings included Women's History Exhibition in Blackwell Library, *He Named Me Malala* film & roundtable discussion, Triangle Fire film & roundtable discussion
 - African-American History Month: activities included the *Frank X. Walker & Shauna Morgan Poetry Reading*, *(Ad)Dressing History: Pauline Elizabeth Hopkins Keynote Address* (With April C. Logan), and *Never Caught: The President's Runaway Slave Woman* (With Erica Armstrong Dunbar)
 - Native American Heritage Month 2015: offerings included *The Return of Indian Nations to the Colonial Capital: Heritage Relationships, Indigenous Pilgrimage & the Production of Native Public History* (With Buck Woodard) and *Contested and Entangled*

Histories: Taking Action in the New Millennium

- Department of Communications:
 - *LUNAFEST* (IW): this traveling festival of award-winning short films spotlights the work of a diverse array of talented women filmmakers with intelligent, funny and thought provoking themes.

Multicultural Student Services

- African American History Month (IW): planned collaborative effort between Multicultural Student Services, Department of English and the Department of History. Planning meetings are held to identify programs and activities that are in line with the national theme and which are feasible for the campus.
- Enlightened Perspective Series (IW): regular series that brings diverse topics to campus for discussion. Presenters are leading scholars in their field. Salisbury University Alumni with terminal degrees are utilized when possible.
- Multicultural Festival (IW): The purpose of the event is to educate the campus and surrounding community about various cultures through cultural performances, food tastings, and informational tables hosted by student organizations, departments, and vendors.

Office for Institutional Equity:

- President's Diversity Awards (IW): every spring, the President and the Office of Institutional Equity honor the achievements and service of members of the campus community who make extraordinary contributions to promote the appreciation and understanding of cultural diversity at Salisbury University.
- Student Diversity Poster Design Contest (IW): this program raises awareness of and celebrates diversity on our campus through posters created by students.

		<p>Seidel School of Education and Professional Studies:</p> <ul style="list-style-type: none"> Public lecture offerings included <u>Discussing Race during Times of Chaos</u> and <u>Inclusivity across Identities: Becoming Allies</u>. <p>Housing and Residence Life:</p> <ul style="list-style-type: none"> Housing and Residence Life implemented two institution wide (IW) programs: The Hunger Games and Tunnel of Oppression. Additionally, various residence as well as a series of targeted, Residence Hall (T-RH) programs: Chesapeake Hall Cook-Off, Diversity Cupcakes,, Higher Learning, It's Going Down in the Elevator, Juke Joint, Love Your Selfie , Minute to Win It, Painting Diversity, Paper Toss, Pride, Prejudice, and Pizza, Pride Week, Religions of the World, Residence Hall Decorating for Various Religious Holidays, Setting Aside Stereotypes, Walk The Line <p>Office of Student Activities:</p> <ul style="list-style-type: none"> <u>Diversity University</u> (T - Orientation Program): presenters discuss the value of shared experiences with new students. Each tells his and her personal story and how they came to be friends despite their physical differences (gender, race). The program was interactive, prompting students to "cross the line" based on shared experiences. <p>Office of Student Disability Support Services:</p> <ul style="list-style-type: none"> <u>Disability History & Awareness Month</u> (IW): the Office of Student Disability Support Services held a poster campaign on campus to increase awareness of stigma related to individuals with disabilities as well as the 25th anniversary of the ADA, as well as a table where students, faculty and staff could "sign the pledge" as part of the PLEDGE ON! campaign, bringing awareness to the 25th anniversary of the ADA and asking students, faculty, and staff to recommit to the ADA.
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		<p>Student Health Services:</p> <ul style="list-style-type: none">• <u>Healthy You/Love Your Body</u> (T – Powerful Connections): Student Health Services staff provided an informational session to participants in the Powerful Connections program on women's health update, STI's, and contraception.
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2015-2016 Annual Report on Institutional Programs of Cultural Diversity

Institution has a Process for Reporting Campus-Based Hate Crimes

Salisbury University

Y

Legend
Y = Yes
N = No

TABLE 1.1: Comparison Table for Tenure/Tenure Track Faculty

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	18	5.9%	11	7	20	6.3%	14	6	21	6.4%	14	7	8	2.4%	2.5%	5	3
American Indian or Alaska Native	1	0.3%	0	1	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	17	5.6%	11	6	21	6.7%	13	8	25	7.7%	14	11	11	3.4%	3.4%	6	5
Hispanic/Latino	5	1.6%	3	2	5	1.6%	3	2	5	1.5%	2	3	4	1.2%	1.2%	3	1
White	254	83.3%	150	104	261	82.9%	149	112	267	81.9%	150	117	269	82.0%	83.0%	154	115
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	0.0%	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	0.0%	0	0	0	0.0%	0	0	28	8.5%	8.6%	17	11
Nonresident Alien	8	2.6%	2	6	4	1.3%	2	2	4	1.2%	2	2	4	1.2%	1.2%	2	2
Did not self identify	2	0.7%	2	0	4	1.3%	3	1	4	1.2%	3	1	4	1.2%		3	1
Total	305	100.0%	179	126	315	100.0%	184	131	326	100.0%	185	141	328	100.0%	100.0%	190	138

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 and later 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)

Note 3. Faculty numbers for 2014-15 and later 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)

**Headcount %
Change Change**

Change in Tenure/
Tenure Track Faculty
between 0910 and

1516 23 7.5%

Minority Faculty 6 12.2%

TABLE 1.2: Comparison Table for Non-tenure Track/Other Faculty

	Baseline: 2005-2006				Baseline: 2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	7	3.1%	4	3	7	2.6%	5	2	9	2.9%	6	3	11	3.4%	6	5	12	3.3%	5	7	12	3.4%	4	8	10	3.0%	5	5	6	1.8%	1.9%	2	4
American Indian or Alaska Native	0	0.0%	0	0	1	0.4%	0	1	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0.3%	0	1
Asian	2	0.9%	0	2	3	1.1%	0	3	5	1.6%	1	4	9	2.8%	2	7	9	2.5%	1	8	9	2.6%	1	8	11	3.3%	0	11	4	1.2%	1.2%	1	3
Hispanic/Latino	2	0.9%	0	2	3	1.1%	1	2	3	1.0%	2	1	4	1.2%	1	3	7	1.9%	1	6	6	1.7%	1	5	6	1.8%	1	5	8	2.4%	2.5%	1	7
White	202	88.2%	74	128	247	92.9%	91	156	283	92.5%	99	184	289	89.5%	92	197	325	89.3%	93	232	316	89.8%	92	224	300	88.8%	98	202	291	88.4%	89.8%	93	198
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	0	0.0%	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	2	0.6%	1	1	3	0.9%	2	1	14	4.3%	4.3%	3	11
Nonresident Alien	0	0.0%	0	0	1	0.4%	1	0	1	0.3%	1	0	1	0.3%	1	0	0	0.0%	0	0	1	0.3%	0	1	3	0.9%	1	2	0	0.0%	0.0%	0	0
Did not self identify	16	7.0%	7	9	4	1.5%	1	3	5	1.6%	2	3	6	1.9%	2	4	7	1.9%	3	4	5	1.4%	3	2	4	1.2%	2	2	5	1.5%		2	3
Total	229	100.0%	85	144	266	100.0%	99	167	306	100.0%	111	195	323	100.0%	105	218	364	100.0%	104	260	352	100.0%	102	250	338	100.0%	109	229	329	100.0%	100.0%	102	227

Source: EDS file.
Note 1. Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.
Note 2. Based on revisions to the EDS submission layout, faculty numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)
Note 3. Based on revisions to the EDS submission layout, faculty numbers for 2014-15 and later 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)

Headcount
Change **%**
Change

Change in
 Non-
 tenure//Other
 Faculty
 between
 0506 and
 1516
 Minority
 Faculty

63 23.7%

18 128.6%

TABLE 2: Comparison Table for Staff

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	324	34.4%	103	221	363	33.2%	121	242	378	35.2%	122	256	124	12.1%	12.3%	45	79
American Indian or Alaska Native	1	0.1%	0	1	4	0.4%	2	2	2	0.2%	0	2	2	0.2%	0.2%	0	2
Asian	9	1.0%	4	5	14	1.3%	9	5	11	1.0%	6	5	3	0.3%	0.3%	1	2
Hispanic/Latino	16	1.7%	8	8	23	2.1%	9	14	29	2.7%	11	18	28	2.7%	2.8%	8	20
White	580	61.5%	234	346	667	60.9%	277	390	630	58.7%	249	381	623	61.0%	61.6%	248	375
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	2	0.2%	1	1	1	0.1%	0	1	1	0.1%	0.1%	0	1
Two or more races	N/A	N/A	N/A	N/A	11	1.0%	3	8	11	1.0%	5	6	229	22.4%	22.7%	71	158
Nonresident Alien	2	0.2%	0	2	2	0.2%	1	1	0	0.0%	0	0	1	0.1%	0.1%	1	0
Did not self identify	11	1.2%	4	7	9	0.8%	2	7	11	1.0%	3	8	11	1.1%		3	8
Total	943	100.0%	353	590	1095	100.0%	425	670	1073	100.0%	396	677	1022	100.0%	100.0%	377	645

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. Staff numbers for 2015-16 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, Social Service, Legal, Arts, Design, Entertainment, Sports & Media (14); Archivists, Curators, & Museum Technicians (21); Librarians (22); Library Technicians (23); Student & Academic Affairs & Other Education Services (24); 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)

	Headcount Change	% Change
Change in Staff between 0910 and 1516	79	8.4%
Minority Faculty	36	10.2%

TABLE 3.1: Comparison Table for Undergraduate Students

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	890	11.8%	412	478	933	11.7%	388	545	998	12.5%	416	582	1053	13.4%	13.9%	442	611
American Indian or Alaska Native	51	0.7%	25	26	20	0.2%	7	13	32	0.4%	9	23	42	0.5%	0.6%	13	29
Asian	199	2.6%	95	104	200	2.5%	79	121	206	2.6%	90	116	234	3.0%	3.1%	96	138
Hispanic/Latino	206	2.7%	100	106	352	4.4%	168	184	323	4.0%	142	181	323	4.1%	4.3%	144	179
White	6112	80.9%	2700	3412	5860	73.2%	2543	3317	5738	71.8%	2449	3289	5506	70.1%	72.6%	2367	3139
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	6	0.1%	5	1	10	0.1%	6	4	11	0.1%	0.1%	7	4
Two or more races	0	N/A	N/A	N/A	296	3.7%	126	170	292	3.7%	130	162	282	3.6%	3.7%	119	163
Nonresident Alien	41	0.5%	18	23	109	1.4%	55	54	139	1.7%	64	75	138	1.8%	1.8%	55	83
Did not self identify	58	0.8%	29	29	228	2.8%	108	120	259	3.2%	129	130	260	3.3%		131	129
Total	7557	100.0%	3379	4178	8004	100.0%	3479	4525	7997	100.0%	3435	4562	7849	100.0%	100.0%	3374	4475

Source: EIS

**Headcount %
Increase Increase**

Change in
Undergraduate
Students between
0910 and 1516
Undergraduate
Minority Students
(including NRA)

292 3.9%

696 50.2%

TABLE 3.2: Comparison Table for Graduate Students

	Baseline: 2005-2006				Baseline: 2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	58	10.1%	14	44	52	8.0%	13	39	59	8.5%	14	45	88	12.3%	23	65	76	11.0%	21	55	79	12.4%	19	60	93	12.0%	18	75	76	9.2%	9.9%	15	61
American Indian or Alaska Native	0	0.0%	0	0	3	0.5%	1	2	2	0.3%	1	1	2	0.3%	1	1	1	0.1%	0	1	1	0.2%	0	1	2	0.3%	1	1	3	0.4%	0.4%	0	3
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	2	0.3%	1	1	10	1.3%	0	10	6	0.7%	0.8%	1	5
Hispanic/Latino	6	1.0%	1	5	10	1.5%	6	4	12	1.7%	4	8	17	2.4%	5	12	14	2.0%	1	13	13	2.0%	5	8	22	2.8%	7	15	24	2.9%	3.1%	7	17
White	470	82.2%	115	355	545	84.2%	150	395	579	83.8%	180	399	568	79.6%	181	387	564	82.0%	169	395	516	80.8%	134	382	575	74.4%	151	424	619	75.3%	80.5%	163	456
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	0	0.0%	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	10	1.6%	1	9	14	1.8%	2	12	19	2.3%	2.5%	2	17
Nonresident Alien	9	1.6%	5	4	20	3.1%	10	10	16	2.3%	11	5	15	2.1%	5	10	8	1.2%	2	6	10	1.6%	5	5	15	1.9%	4	11	22	2.7%	2.9%	6	16
Did not self identify	23	4.0%	4	19	10	1.5%	3	7	9	1.3%	2	7	7	1.0%	3	4	11	1.6%	4	7	8	1.3%	3	5	42	5.4%	14	28	53	6.4%		10	43
Total	572	100.0%	141	431	647	100.0%	184	463	691	100.0%	214	477	714	100.0%	224	490	688	100.0%	203	485	639	100.0%	168	471	773	100.0%	197	576	822	100.0%	100.0%	204	618

Source: EIS

Headcount
Increase %
Increase

Change in
Graduate
Students
between
0910 and
1516 175 27.0%

Graduate
Minority
Students
(including
NRA) 58 63.0%

Salisbury University Clery Reporting Procedure:

A hate crime is a criminal offense committed against a person or property which is motivated in whole or in part, by the offender's bias. Bias is a preformed negative opinion or attitude toward a group of persons based on their race, gender, religion, disability, sexual orientation, ethnicity, national origin, or gender identity. All Salisbury University students, faculty, staff and visitors are encouraged to make prompt and accurate reports to University Police if they are a victim or witness of a crime. Crimes committed on campus should be reported immediately to University Police. To contact University Police dial [410-543-6222](tel:410-543-6222) from a public phone, Ext. 36222 from any campus phone, or #787 from a Verizon cell. Campus extension phones are situated at various locations in academic buildings and at the main entrances to most of the residence halls. You may also use the "blue light" emergency phones which are placed at various locations on the grounds. For emergencies, dial 911. If the crime occurred off campus, University Police will direct you to the appropriate law enforcement agency. Crimes occurring at University Park Apartments, a public-private partnership on Milford Street managed by EdR Collegiate Housing, should be reported to the Salisbury Police Department (for emergencies dial 911, for non-emergencies dial [410-548-3165](tel:410-548-3165)).

Although students, employees and others are encouraged to report all criminal activity to University Police and/or local police, reports may also be directed to the Associate Vice President of Institutional Equity ([410-548-3508](tel:410-548-3508)), Dean of Students ([410-548-2365](tel:410-548-2365)), Associate Vice President of Student Affairs ([410-543-6084](tel:410-543-6084)), Vice President of Student Affairs ([410-543-6080](tel:410-543-6080)), Assistant Director for Residence Life ([410-548-9165](tel:410-548-9165)), Director of Housing and Residence Life ([410-543-6040](tel:410-543-6040)) or the Assistant Director for Operations and Judicial Management([410-543-6040](tel:410-543-6040)) for complaint resolution, statistical reporting and timely warning purposes.

Towson University
2015-2016 Report on Institutional Programs of Cultural Diversity
April 2016

Table 1.

Towson University remains committed to achieving excellence by advancing equity, cultural diversity, and inclusion in all it does. President Schatzel recognizes, appreciates, and regularly communicates the vital role that Towson University plays in preparing students to be productive and successful employees in the global workplace.

TU's Strategic Plan, *TU 2020: A Focused Vision for Towson University* elucidates the university's goal to continue to be recognized as a national model for diversity and closing the achievement gap. The university has adopted five strategic diversity goals to facilitate the actualization of TU's Mission and Strategic Plan related to diversity and inclusion: (1) promoting appreciation for and advancement of equity, diversity and inclusion at TU; (2) enhancing recruitment and retention of students from underserved and/or underrepresented populations; (3) closing the achievement gap for first generation, low income and students from underrepresented groups; (4) enhancing recruitment and retention of staff and faculty members from underrepresented populations; and (5) supporting respectful and mutually beneficial community collaboration.

Resources have been identified and organizational units have been established to support the ability of all members of TU's campus community to fulfill their role and responsibility to advance cultural diversity on our campus. The Office of Diversity and Equal Opportunity, reporting to the President, the Center for Student Diversity, reporting to the VP for Student Affairs, the Provost's Fellow for Diversity and Inclusion, reporting to the Office of the Provost, and the Office of Human Resources, reporting to the VP for Administration and Finance are responsible for assisting students and faculty and staff members to facilitate the actualization of TU's Strategic Diversity Goals.

Towson University's institutional plan to improve cultural diversity requires collaboration across all divisions and departments and includes involvement of students representing TU's student body to insure that informed decisions are made that support the university's ability to build on its strengths and address challenges. Charged with facilitating the establishment and maintenance of an inclusive campus environment, TU President's Diversity Coordinating Council (PDCC) serves as a discernable example 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 as well as student body representatives. The DAC exists to support the university's strategic diversity goals and makes recommendations for the success of campus-wide diversity initiatives to the PDCC. The committee's six work groups, Campus Climate, Education and Scholarship, Hate/Bias Response Team, President's Diversity Awards, Representation – Faculty, Students, Staff, and Student, remain actively engaged in advancing cultural diversity.

Information provided in this report highlights Towson University's success related to the recruitment of students from historically underrepresented populations, 5% increase from fall 2014 to fall 2015. Information regarding programs that the university has developed and implemented to support the retention of students is shared. Ongoing and planned initiatives for the purpose of recruiting and retaining faculty and staff members from underrepresented groups also is included. Curricular and co-curricular programming, and faculty and staff cultural educational programs offerings, as well as the university's process for responding to campus-based hate/bias incidents also are included.

Table 2.

Towson University President, Kim Schatzel, continues to charge TU's senior leadership with responsibilities that facilitate the university's ability to advance and monitor diversity progress. The President's Diversity Coordinating Council (PDCC) reviews data reports and information from various sources including TU's Diversity Action Committee (DAC) and its Work Groups. Together, TU's PDCC and DAC insure that appropriate actions are developed and implemented for the purpose of enhancing and maintaining a welcoming and inclusive campus environment.

Towson University's Enrollment Management conducts outreach efforts to specific schools in order to reach and support the ability of students from underrepresented groups to apply and be admitted to TU. Enrollment Services collaborates with the Center for Student Diversity to bring students from targeted schools to campus for visits to help them to see themselves as future TU students. From fall 2014 to fall 2015, TU increased the number of students from underrepresented populations by 5%. TU's programs to support the retention of students from historically underrepresented groups are successful. Program outcomes include 2nd year retention rates of 91% - 100%, these rates are considerable higher than the 2nd year retention rate of all TU students, 85% (fall 2014).

From 2014-2015 to 2015-2016, TU's African American/Black faculty representation remained steady at 7%, Asian faculty representation remained at 7%, and Hispanic/Latino faculty representation remained at 2%. TU has established aggressive goals of having its faculty population better reflect the diversity of TU's student body. Towson University is aware that the national pipeline of faculty of color does not include representation at the level that the university desires for its faculty representation. Therefore, in addition to enhancing existing and implementing new outreach efforts, TU is evaluating viable methods to develop our own pipelines for the purpose of increasing representation of faculty of color.

From 2014-2015 to 2015-2016, TU's representation of Black staff remained at 17%, representation of Asian staff increased by 1% from 2% to 3%, and the representation of Hispanic/Latino staff remained at 2%. TU's Office of Human Resources (OHR) conducted data analysis and determined that applicant pools for staff positions did not match the diversity of available populations. Therefore, OHR established a Diversity Task Force to investigate methods to reach diverse applicants, establish partnerships with special interest groups, and begin the process of shifting the hiring culture for staff at TU.

Table 3.

TU strives to maintain a welcoming campus climate for all members of our campus community. As diversity within TU's student body continues to increase, and the university develops and implements initiatives meant to foster increases in the representation of faculty and staff from underrepresented groups, it is critically important that the university continue to monitor the pulse of the campus climate and develop and facilitate ongoing cultural competency programming offerings for students, faculty and staff. Campus climate surveys are periodically conducted for students and faculty and staff members and the development of additional cultural competency programming is underway. Additionally, focus groups and one-on-one interaction provide ongoing information regarding strengths and challenges. This information is shared with the PDCC for action.

Table 4.

Towson University's commitment to a culturally diverse and inclusive campus environment has and will continue to remain steadfast. In support of this commitment, the university established a Hate/Bias Response Team that is charged with providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents by: meeting on a periodic basis to review reported instances of hate crimes and/or bias incidents; identifying any patterns, trends or upsurges in hate and/or bias incident activity; advising TU's DCC of such patterns and making recommendations related to action-oriented steps to address identified patterns; and, supporting the implementation of university-wide initiatives to curtail hate crimes and bias incidents.

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity						
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
Towson University						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress 2015 - 2016	Areas of Needed Improvements
Y=Yes/N=No	A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report	Cite relevant strategies used for students, faculty, and staff	State specific area institution uses for each targeted population	Y or N (annual/biennial)	Improved Goal # by % or Static	Name specific areas in need of improvement
Y	A. 5 Goals 2016-2020 B. Goal 1: Promote Appreciation for and Advancement of Equity, diversity and Inclusion at TU	Although this goal is the responsibility of all members of the campus community, TU has established and supports organizational structures and units that have oversight responsibilities: The Office of Diversity and Equal Opportunity, reporting to the President, The Center for Student Diversity (CSD), reporting to the VP for Student Affairs, the Provost's Fellow for Diversity & Inclusion reporting to the Office of the Provost, and the Associate VP for Human Resources reporting to the VP for Finance and Administration. These organizational units develop and implement educational initiatives and programming that fosters a welcoming campus climate for all members of the campus community. Towson University has also established a President's Diversity Coordinating Council and a Diversity Action Committee, with six Work Groups. These groups provide valuable input regarding campus climate and culture, conduct research, and make recommendations that assist the university to actualize Goal 1.	Fostering a campus climate that is welcoming and supportive of all members of our campus community, particular emphasis on members of populations that have historically been underrepresented	Y (annual)	TU has experienced heightened demand for programs and initiatives as the campus community becomes more diverse. TU continues to work with students, faculty, and staff members to monitor, offer programming, and respond to bias incidents quickly and appropriately.	Additional cultural competency educational programming is under development. Cultural Competency Programming will be shared during student, faculty, and staff orientation and on an ongoing basis in other venues.
	Goal 2: Enhance Recruitment and Retention of Students from Underserved and/or Underrepresented Populations	Recruitment: TU's Enrollment Management team works closely with community partners including: Baltimore CollegeBound, Building STEPS, and First Generation College Bound, Inc. Enrollment Services collaborates with CSD to bring students from targeted schools to campus for visits to help them to see themselves as future TU students. Retention: In the Division of Academic Affairs the Academic Advising and Achievement units provide support to students. A number of units in the Division of Student Affairs provide support to students. CSD is highly engaged with supporting TU students from diverse backgrounds. Retention data provided under Goal 3 below.	Baltimore City Public Schools, Baltimore County Public Schools, Prince George's County Public Schools, and certain public schools on the Eastern Shore.	Y (biennial)	Comparing fall 2015 to fall 2014, TU increased the number of students from underrepresented populations by 5%.	Revamp and overhaul of the Top 10% program. TU has also added a bilingual recruiter to the Enrollment Management team.
	Goal 3: Close Achievement Gap for First Generation, Low Income and Students from Underrepresented Groups	TU's Closing the Achievement Gap Committee monitors progress. Three TU programs support targeted populations. The Strategies for Student Success (S3) intervention is for low income students and first generation students. Students are assigned to the S3 course based on a risk assessment. The SAGE Program focuses on increasing retention and graduation rates of first-year undergraduates from diverse backgrounds, including African-American, Hispanic, and low income students. SAGE pairs students with peer mentors who promote academic achievement, personal development, and campus-wide involvement. Peer mentors maintain weekly contact with students, encourage focus on academic goals, assist in resolving academic issues, as well as help students identify organizations and activities of personal and professional interests. SAGE participants attend weekly, hour-long meetings/workshops throughout the academic year addressing topics such as academic success strategies, personal and professional development issues and diversity issues, and have opportunities to network with peers and faculty and staff members. TU's Community Enrichment and Enhancement Partnership (CEEP) Award is a scholarship for retaining diverse and traditionally underrepresented African-American, Hispanic and low income students. CEEP Award recipients receive academic support resources, explore career development as well as graduate and professional school options, participate in community service and leadership development activities, develop relationships with faculty, and participate in field placements and internships. Recipients must maintain a cumulative GPA of at least 2.0.	First generation, low income, students from underrepresented populations	Y (annual)	Second year retention rates: S3 students, comparing fall 2012 to fall 2013, retention rate remained at 91%. SAGE Program students, comparing fall 2012 to fall 2013, increased by 2% (90% to 92%). CEEP Award students, comparing fall 2012 to fall 2013, remained at 100%. Retention rates for students matriculating in these programs were considerable higher than the fall 2013 second year retention for all TU students - 85%.	

Table 1

	<p>Goal 4: Enhance Recruitment and Retention of Faculty and Staff Members from Underserved and/or Underrepresented Populations</p>	<p>Recruitment - Faculty: Primarily the role of the Provost, Deans, and department chairs. Efforts to improve effectiveness and efficiency of process related to recruiting and hiring faculty members from diverse backgrounds is supported by the Assistant to the President for Diversity (APD) in the Office of Diversity and Equal Opportunity. The APD chairs the Faculty Representation Work Group of TU's Diversity Action Committee. This group is reviewing and developing proposals for the development of pipeline programs and related activities to enhance recruitment. Retention - Faculty: Primarily the responsibility of the Provost. The Provost is aided by the Vice Provost, APD, and Provost's Fellow for Diversity and Inclusion in efforts to enhance mentoring to support retention. Recruitment - Staff: The Vice President for Administration and Finance has oversight of The Office of Human Resources (OHR) and staff recruitment. OHR works closely with vice presidents and hiring managers and receives guidance from the APD in connection with outreach and equal opportunity. Retention - Staff: TU offers professional development programs to provide staff employees with skills to support their advancement at TU. Plans are up ways for the development of additional programs to support staff retention.</p>	<p>Faculty and staff members from underrepresented groups</p>	<p>Y (annual)</p>	<p>From 2014 to 2015 Black faculty representation remained steady at 7% and the percentage of Black staff remained steady at 17%. During that same period, Hispanic faculty and staff remained steady at 2%.</p>	<p>Improve processes and procedures to increase representation of faculty and staff members from underrepresented groups. Review prospective programs and subsequently adopt and implement programs to enhance faculty and staff retention.</p>
	<p>Goal 5: Support Respectful and Mutually Beneficial Community Collaboration</p>	<p>Towson University is engaged in numerous community collaborations. University-community relationships and partnerships are created and supported in a variety of ways. Faculty and staff members work with non-profits, businesses, government agencies, and other community organizations to build partnerships and address community needs. Students are often involved in these partnerships, as well as in community service activities. Administrative structures that support these types of partnerships: Office of Partnership and Outreach - Division of Innovation and Applied Research and the Division of Student Affairs - Office of Civic Engagement and Leadership and Office of Student Activities - Community Services.</p>	<p>96% of TU's community partnerships take place in the Greater Baltimore area</p>	<p>Y (annual)</p>	<p>From July 2014-July 2015, the number of university-community partnerships increased by 67% from 97 to 162.</p>	<p>Improve on process from collecting information about TU's partnerships. Insure that partnerships are famed in light of new priorities.</p>
<p>Legend</p> <p>Y = Yes</p> <p>N = No</p>						

Table 2

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
Towson University				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
State the recruitment and/or retention initiative and indicate for whom it applies	State the initiatives used to create interactions and awareness for students, faculty, and staff	State what type of instruction and training is used for students, faculty, and staff	List in hierarchical order all diversity structures used within and across the institution	State the targeted programs and services and indicate for whom each is targeted
Student Recruitment				
College Readiness Outreach Program (C.R.O.P.) recruitment pipeline for underrepresented students with the long range goal to increase college enrollment among Baltimore City public high school students who are first generation and financially challenged. Designated schools are Augusta Fell Savage Institute for the Arts, Reginald F. Lewis High School, and Vivien T. Thomas Medical Arts Academy. The Baltimore College Bound Foundation, Inc. facilitates communication between the Baltimore City Schools with assigned College Access Program Specialist (CAPS) and Maryland DC Campus Compact AmeriCorps VISTA. Initial contact is established, C.R.O.P. sessions scheduled, student participants are identified and space is reserved for sessions	Integrate a college prep curriculum for underrepresented populations within Baltimore City Schools		The Office of Diversity and Equal Opportunity (ODEO), Center for Student Diversity (CSD), University Admissions, Career Center, Office of Financial Aid, student organizations, the Maryland DC Campus Compact Organization, Baltimore City public high schools	3 schools identified for a college readiness curriculum to ninth grade students
Sleeping Bag Weekend	African American Student Development	Experiential learning - engage current Towson students with prospective Towson students and build mentoring relationships	CSD, TU Black Student Union, University Admissions	20 high school students from Baltimore City, Baltimore County, and Prince George's County registered for the weekend, along with 20 TU student leaders from the SAGE residential program and Black Student Union
Student Retention				
Women's Leadership Program	Gender equity	Mentoring and leadership training for students	Center for Student Diversity (CSD), Housing and Residence Life (HRL), Civic Engagement & Leadership (CEL), Disability Support Services (DSS)	8 scholarship recipients created programming, which reached over 100 students, on campus to highlight awareness for a variety of issues to include pay, equity, healthy relationships, and media representation of women
Women's Leadership Conference		Presentations and workshops which identified and explored ways that leadership manifests itself	Center for Student Diversity (CSD), Student Activities, Career Center, Special Events, Office of Fair Practices, Academic Colleges	
Latino/Asian Pacific Islander Student Development via spearheading a variety of initiatives which focus on social, political, and cultural issues relevant to the Latino/a community	Support and promote diversity across campus	Co-hosted Cuban actress Laura De La Uz who introduced her film La Pelicula de Ana and the role of Latina women in the arts.	CSD, College of Liberal Arts, College of Fine Arts & Communication, Electronic Media and Film, Theater Department, Foreign Language Department, Latin American & Latino/a Studies Program	
Native American diversity and appreciation	Support diversity across campus and appreciation of diversity within the Native American culture	Hosted a Native American Pow Wow in collaboration with the Baltimore American Indian Center to celebrate Native American culture and heritage with dancers from various tribes, educational exhibits, ethnic food, and music.	CSD, Baltimore American Indian Center	
African American Student Development to promote and enhance understanding within academic, social, and personal development	Promote collaboration and dialogue between law enforcement and the African American community	TUPD Officers, Baltimore County officers, and Black student leaders discussed building better relationships between Black students and offices.	CSD, ODEO, TUPD, Baltimore County Police Department	
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 pursuing 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			1,635 (7% increase over the previous academic year) students with various disabilities utilized services

Table 2

Encourage retention by creating an inclusive and supportive environment for LGBTQIA students	Provide new and newly out LGBT students with a support system via mentor/mentee alliances to include conversations about personal safety, healthy relationships, and mental health	Mentoring	CSD	
Student Success Program CEEP Award - is designed to increase access and success of culturally diverse and traditionally under-represented undergraduate students. Resources are used to retain students through exposure within a variety of venues.		Presentations about diverse cultural communities, participation in student organizations, interaction with faculty and staff, and exploring graduate and career development options. CEEP participant involvement begins as an organizational member in freshman year and assume committee level roles during sophomore year as organizational leaders during junior and senior year. Some recipients have been elected to offices within student government and/or participate in campus wide planning activities.	CSD, Registrar's Office, University Admissions, Financial Aid	111 (91%) CEEP recipients earned cumulative GPAs of 2.50 or higher, 119 (99%) earned 2.0 or greater, and 29 (24%) achieved Dean's List Honors for spring 2015; 30 (25%) graduated at close the 2014-15 academic year.
The SAGE Program fosters academic achievement and a sense of belonging primarily for entering first year underrepresented students. Representation of racial communities include African American (65%), Asian American (11%), Caucasian (10%), Latino (8%), and Native American (3%) with 75% female participants overall. The LGBT community is also represented among mentors mentees and co not publicly identify themselves.	SAGE pairs new students with peer mentors who focus on academic goals and encourage involvement in campus activities and organizations.	Mentoring	CSD, International Student and Scholar Office	296 (93%) earn cumulative GPAs of 2.0 or greater, 182 (57%) earn GPAs of 3.0 or more, and 77 (24%) achieved the Dean's List Honors. 26 SAGE events are held and 9 (35%) introduce various cultural communities to program participants. The following communities/topics include cultural competency, Latino/Hispanic Heritage Month, LGBTQIA Community, African Heritage, African American Heritage, Women, Muslim Heritage, Jewish Heritage, Asian Pacific Islander Heritage
International Student & Scholar Outreach programs		Provide immigration related advice, advocacy and cross cultural engagement opportunities	International Student & Scholar Office	2 week-long orientation program & on-going advising and programming support with dedicated services for all government sponsored international students
Recruitment- Staff				
Assistant to the President for Diversity insured that TU's annual Affirmative Action Plan was developed and goals were disseminated to president			Office of Diversity & Equal Opportunity, ODEO	
Employment Manager analyzed applicant data to determine if TU was meeting diversity goals in staff applicant pools. Identified where in the recruitment stage we are not meeting diversity goals (applicant stage/pass qualifications state/interview stage/hire stage)			Office of Human Resources	Most outcomes showed that TU is not getting a diverse applicant pool for staff positions at the initial applicant stage of the time that resulted in a non-minority applicant hire. Goals to move forward include greater education for OHR, greater automation to improve the applicant experience, and an Outreach Specialist to focus on inclusion and diversity in recruiting. The first two goals were met (ECC Manager attending more conferences based on diversity/inclusion) and ECC Manager is implementing Taleo. Outreach Specialist position still pending approval. Areas for improvement: Need automation to allow us for better tracking; need defined diversity/inclusion position.
Employment Manager analyzed data to determine which sources were providing quality applicants.			Office of Human Resources	Data showed outreach resources that OHR utilized in order to reach diverse applicant pools (specifically for veterans and individuals with disabilities) yielded no new candidates. Data shows the majority of qualified diverse applicants list TU's website as the source. Goals: Identify sources that reach qualified diverse applicant pool. Use Outreach Specialist position to work closely with organizations in order to attract diverse applicants. Spread the word about TU hiring to get more diverse applicants. Areas for improvement: Continue to work with organizations to promote TU as a place to work with organizations to promote TU as a place to work.
Employment Manager created Staff Employment Diversity Taskforce to examine barriers to entry and opportunities for outreach.			Office of Human Resources	Established taskforce to engage Hiring Managers as advocates for diverse and inclusive search processes. Outcomes: Post-meeting surveys show that Hiring Managers are thinking differently about recruiting and want to be involved in outreach efforts Goals: Continue to implement outreach efforts in order to diversity source. Areas for Improvement: Need support in changing the TU hiring culture.
Employment Manager continue to have a presence at job fairs that reach minority and underserved populations			Office of Human Resources	OHR will utilize Taleo's automation to track the effectiveness of job fairs in increasing minority applicants. Outcomes: TU conducting more outreach; increased minority applicants. Goals: The goal is for TU to be known throughout Maryland as a place to work for all applicants and our presence at job fairs helps with that reputation; increase minority applicants.

Table 2

Partnered with local organizations (Baltimore Integrated Partnership and Humanim) to discuss strategies to increase diversity in our applicant pool			Office of Human Resources	Employment Manager works with local organizations to enhance TU's brand as a place to work. OHR will utilize Taleo's automation to consistently track applicant data to see if the efforts are reflected in applicant data. Outcomes: More partnerships in Baltimore City; increased minority applicants Goals: Establish a pipeline for members of workforce training in Baltimore City and other minority organizations in which applicants are placed through contingent I positions. ECC Manager working to establish in Taleo. Areas of Improvement: Hiring Manager buy-in.
Employment Manager on Advisory Board for the Workforce and Technology Center of the Dept. of Rehabilitation Services and presented at the Center's graduation ceremony.			Office of Human Resources	Need Taleo's automation to determine effectiveness on increasing applicant pool, but ECC Manager has established relationship with the employees at DORS as well as many of the students in the Workforce and Technology Center training plan. Continue to advise on how to provide training, speak at graduation, and at other workshops for students. Outcomes: Increased applicant diversity for individuals with disabilities, but also a greater understanding of improving disclosure rate for applicants with disabilities and providing a more inclusive environment. Goals: Higher disclosure rate for applicants with disabilities; TU and DORS continued partnership Areas for Improvement: Continued education for hiring managers; new mechanisms to improve disclosure rate for applicants with disabilities.
Retention-Staff				
President Leadership Institute - Staff			Office of Fair Practices	20 staff members participate annually, consists of opening retreat, full-day monthly meetings, and closing retreat
Staff Development Conference			Towson University Staff Council	Approximately 500 staff members attend half-day development programming
Faculty & Staff Affinity Groups (Asian, Black, Latino/a, LGBT, Women)			Administratively supported by the Office of Diversity & Equal Opportunity	TU's Faculty and Staff Affinity Groups assist the university to foster a welcoming community for faculty and staff members.
Staff Mentorship Program, new hire track & professional rack			Office of Human Resources	
Building Bridges Across MD - networking program			Office of Human Resources	10 support staff per year
Annual Service Awards Ceremony			Office of Human Resources	300 participate annually
Towson eLearning Center			Office of Human Resources	400 course completions
Effective Supervision Program			Office of Human Resources	19 completions
University Business Certificate			Office of Human Resources	16 completions
Workplace Professional Certificate			Office of Human Resources	9 completions
Enhanced Skills Certificate			Office of Human Resources	3 completions
Recruitment - Faculty				
Assistant to the President for Diversity insured that TU's annual Affirmative Action Plan was developed and goals were disseminated to president			Office of Diversity & Equal Opportunity (ODEO)	
Assistant to the President for Diversity analyzed applicant data to determine if TU was meeting diversity goals in faculty applicant pools. Identified where in the recruitment stage we are not meeting diversity goals (applicant stage/pass qualifications state/interview stage/hire stage)			Office of Diversity & Equal Opportunity	
Assistant to the President for Diversity in collaboration with Vice Provost proposed modifications to faculty hiring process to improve efficiency of process and effectiveness in hiring of faculty members from underrepresented groups			Office of Diversity & Equal Opportunity	
Academic departments are encouraged to think about the recruitment process as an ongoing process, not simply a process that begins and ends with a particular search.		Assistant to the President for Diversity meets with deans, department chairs, and search committees and provides guidance throughout the search process.	Office of the Provost, Office of Diversity & Equal Opportunity	

Table 2

All faculty members are urged to be ambassadors for the purpose of attracting diverse applicants to Towson. As faculty members meet individuals at conferences and other academic gatherings they share their experiences working at Towson and encourage others to consider Towson as a future employer.		Assistant to the President for Diversity meets with deans, department chairs, and search committees and provides guidance throughout the search process.	Office of the Provost, Office of Diversity & Equal Opportunity	
Vacancy announcements for faculty and librarian positions are reviewed prior to posting to insure the clear communication of required education level, qualifications, and duties of position. This review by the Office of Diversity and Equal Opportunity strives to eliminate text that could disqualify a group of individuals from diverse backgrounds.		Assistant to the president for Diversity provides guidance	Office of the Provost, Office of Diversity & Equal Opportunity	
Vacancies are published in the Chronicle of Higher Education and posted online through Towson University, Inside Higher Education, Recruit Disability and are cross-posted through the Higher Education recruitment Consortium (HERC), a resource for outreach to diverse applicants.		Assistant to the President for Diversity provides guidance regarding additional Outreach	Office of the Provost, Office of Diversity & Equal Opportunity	
Faculty and librarian search committees are required to develop and implement an Outreach Plan for the purpose of attracting diverse applicants. The Outreach Plan may include, but it not limited to, reaching out to special interest groups within their academic discipline, reaching out to potential applicants at HBCUs or HSIs, sharing vacancy announcements at conferences, and reaching out to previous diverse applicants. The Outreach Plan may include, but it not limited to, reaching out to special interest groups within their academic discipline, reaching out to potential applicants at HBCUs or HSIs, sharing vacancy announcements at conferences, and reaching out to previous diverse applicants.			Office of the Provost, Office of Diversity & Equal Opportunity	
Each search committee consists of approximately five individuals			Office of the Provost, Office of Diversity & Equal Opportunity	
Interview pools must be approved by the department chairperson, the dean of the college, the Vice Provost, and the Assistant to the President for Diversity prior to inviting candidates to campus for interviews.		Interview pool is reviewed/approved by Vice Provost and Assistant to the President for Diversity. Where diversity is lacking additional outreach/review may be required.	Office of the Provost, Office of Diversity & Equal Opportunity	
Typically, the entire academic department has interaction with potential candidates final selection. Following a thorough review, offers are made strictly by the Office of the Provost.			Office of the Provost, Office of Diversity & Equal Opportunity	
Faculty-Retention				
Faculty & Staff Affinity Groups (Asian, Black, Latino/a, LGBT, Women)			Administratively supported by the Office of Diversity & Equal Opportunity	TU's Faculty & Staff Affinity Groups assist the university to foster a welcoming community for faculty and staff members
Faculty Mentoring			Office of the Provost, Deans, Department Chairs	Outstanding mentoring
Faculty/Staff-Retention				

Table 2

<p>President's Diversity Awards recognize individuals and department that foster greater awareness, understanding and advancement of diversity and inclusion at TU. This award program heightens awareness of TU's commitment to diversity and rewards individuals and departments for outstanding work. Awards distribution has high level of visibility at large university gatherings.</p>			<p>President, Assistant for Diversity & Equal Opportunity, ODEO, responsible for oversight of award program</p>	<p>Four individual awards – a student, two faculty members, and a staff member were recognized in 2015. Two departments (1 administrative, 1 academic) were recognized in 2015.</p>
<p>In 2015, Towson University established the Diversity Faculty Fellow Program (DFF) supports the actualization of the university's vision for diversity by providing selected faculty members with opportunities to infuse diversity into existing curriculum, create models to improve classroom dynamics in support of social justice, or identity strategies to enhance inclusivity in institutional practices.</p>			<p>Office of the Provost, Deans, Academic Departments, Office of Diversity & Equal Opportunity</p>	<p>Five faculty members were selected to participate in TU's DFF Program in 2015-2016. All 2015 projects involved infusing diversity into curriculum. Diversity Faculty Fellows attended monthly meetings facilitated by the DFF Planning Committee. Topics included equity of P&T process, discussion of institutional priorities around diversity, and Fellows were invited to attend the AAC&U Diversity Conference in D.C. in January. 2015-2016 Fellows will share their work during TU's January 2017 faculty conference. 2015-2016 Fellows will serve as mentors to incoming 2016-2017 Fellows. Eleven faculty members were selected to participate in TU's DFF program scheduled for 2016-2017.</p>

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
<i>Efforts to Create Positive Interactions and Awareness Among Students, Faculty and Staff</i>		
Towson University		
A	B	C
Cultural Diversity Instruction & Training of Students, Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
Students Curricular		
TU's UG Core Curriculum Requirements mandate that students successfully complete a course in Diversity and Difference. Diversity and Difference core curriculum courses include: AFST 201, ARTH 108, DANC 210, DFST 101, EDUC 203, EMF 205, ENGL 223, 234, 235, 239, FMST 310, 360, HLTH 220, HONR 240, IDHP 300, LGBT 101, MUSC 205, NURS 416, PHIL 204, RLST 205, 206, 209, 210, SOCI 241, 243, THEA 303, 304, 316, 380, WMST 231 & 232.		
Selected courses in the College of Liberal Arts, College of Fine Arts & Communications, and College of Health Professions identified: "Discuss some of the ways in which group distinctiveness is defined in social context" as a measured outcome.		
ARTH 108-1, DANC 210-1, DFST 101-1, ENGL 233-1, ENGL 235-1, FMST 310-1, HLTH 220-1, MUSC 205-1, NURS 416-1, PHIL 204-1, RLST 206-1, SOCI 241-1, SOCI 243-1, THEA 303-1, THEA 380-1, and WMST 231-1.	1,057 students were enrolled and met their target performance.	N/A
Selected courses in the College of Liberal Arts, College of Fine Arts & Communications, and College of Health Professions identified: "Demonstrate understanding of a perspective other than their own (even if they are members of a group whose experience is emphasized in the course)" as a measured outcome.		
ARTH 108-2, DANC 210-2, DFST 101-2, EDUC 203-2, ENGL 233-2, ENGL 234-2, ENGL 235-2, HLTH 220-2, MUSC 205-2, RLST 206-2, THEA 303-2, THEA 380-2, and WMST 231-2.	1,830 students were enrolled and met their target performance.	N/A
Selected courses in the College of Liberal Arts, College of Fine Arts & Communications, and College of Health Professions identified: "Present and respond to a position with which they differ in a fair and balanced argument" as a measured outcome.		
ARTH 108-3, ARTH 108-4, EDUC 203-3, FMST 310-3, HLTH 220-3, SOCI 243-3, THEA 303-3, and THEA 380-3.	1,522 students were enrolled and met their target performance.	N/A
Selected courses in the College of Liberal Arts, College of Fine Arts & Communications, and College of Health Professions identified: "Define at a general level some of the challenges and opportunities presented by the existence of diversity and difference" as a measured outcome.		
ARTH 108-4, DFST 101-4, EDUC 203-4, ENGL 233-4, ENGL 235-4, HLTH 220-4, RLST 206-4, SOCI 241-4, THEA 303-4, and THEA 380-4.	1,860 students were enrolled and met their target performance.	N/A
Selected courses in the College of Liberal Arts, College of Fine Arts & Communications, and College of Health Professions identified: "Articulate their own outlook in relation to the topics discussed and to make explicit their associated beliefs and assumptions" as a measured outcome.		
ARTH 108-5, DFST 101-5, EDUC 203-5, HLTH 22-5, MUSC 205-5, SOCI 243-5, THEA 303-5, THEA 380-5, and WMST 231-5.	1,913 students were enrolled and met their target performance.	N/A
Students Co-Curricular		
Diversity Speaker Series, Center for Student Diversity (CSD) - to support a safe, inclusive, welcoming campus climate.	N/A	Speakers: Chuck D, Dr. Julianne Malveaux, Michael Eric Dyson, Kurt L. Schmoke, total attendance = 1,253, capacity = 1,300, targeted performance = 96%
Set It Off, CSD: new student orientation – Theme – Diversity; Values: Inclusion, Community	N/A	1,200 students attended
Retreat for Social Justice, CSD – Theme – Diversity, Experiential Learning, Leadership; Values: Learning, Inclusion, Community, Excellence, Integrity, Responsibility	N/A	74 students participated in the weekend retreat

Table 3

		144 students participated in the Awareness Day
Dr. Martin Luther King, Jr. Celebration, CSD – Nina Simone: Social Justice through Song	N/A	150 student attended
Cultural Competency Workshop Series, CSD	N/A	107 students, faculty & staff participated
African-American Student Development, CSD		
<i>Black Student Leadership Conference</i>	N/A	167 students participated
<i>Black Comic Book Mini-Fest</i>	N/A	100 students attended
<i>Know Your Rights Workshop – TU/NAACP collaboration</i>	N/A	Students shared personal experiences and received tips to remain compliant in the event of a stop – attendance # not provided
LGBT Student Development, CSD		
<i>Hosted “Laverne Cox Presents: The T Word” premier party</i>		Several TU students were included in the documentary – attendance # not provided
<i>LGBT Speakers Bureau – provides trainings to classes</i>		Attendance # not provided
<i>CEEP Award recipients participate in diverse cultural and educational events campus-wide.</i>		122 students received CEEP scholarship Awards (2015)
<i>SAGE Program: diverse racial and cultural communities are represented among SAGE staff and program participants. Racial communities include African American (65%), Asian American (11%), Latino (8%) and Native American (3%). Programming included Cultural Competency, Latino/Hispanic Heritage, LGBTQIA community, African heritage, African American heritage, Women, Muslim heritage, Jewish heritage, and Asian Pacific Islander heritage.</i>		318 students participated in FY 15
Faculty & Staff Educational Programming		
Towson University’s Speak Up! Program, administered by the Office of Diversity & Equal Opportunity, ODEO , supports TU’s diversity and inclusion initiatives. Participation in Speak Up! workshops provides members of the campus community with the tools necessary to challenge everyday bigotry.		263 faculty, staff and students participated in Speak Up! workshops in 2015. Train-the-trainer sessions were also offered. 95% of Speak Up! participants (243 completed evaluations) recognized the impact of not speaking up and reported gaining the skills to be able to effectively address bigotry.
New Faculty and Staff Orientation , ODEO Goal – Heighten awareness and appreciation for equity, diversity and inclusion. Share information regarding institutional commitment to diversity, value of diversity and inclusion, faculty and staff responsibility related to fostering a welcoming campus climate. A Faculty/Staff Affinity Group brochure was created and disseminated as part of the presentation to encourage campus-wide connections and participation within one or more represented associations: Asian, Black, Latino/a, LGBTQIA, and Women's Faculty & Staff Associations.		317 new faculty and staff participated in calendar year 2015.
President’s Leadership Institute – Staff, ODEO , Goal- Heighten awareness and appreciation for equity, diversity and inclusion and the role that institutional leaders play in assisting TU to actualize the university’s diversity mission and vision.		20 staff members participated in five programs, including taking the Intercultural Development Inventory (IDI) that places an individual on a continuum scale of cultural competency and provides a plan to advance to the next level of competency.
Staff Development Conference Presentation, ODEO , Cultural Competency and Eliminating Stereotyping and Discrimination		42 staff members participated in 2015

Table 3

<p>Communicating in a Globally Diverse Society, ODEO, Goal - Thriving and leading as an employee of Towson University requires the ability to effectively communicate with individuals from distinctive cultural backgrounds. Gain insightful knowledge that will provide you with tools to enhance your communication skills.</p>		<p>13 faculty and staff members participated in this interactive session that challenged individuals on how to express their ideas, verbally and non-verbally, to a diverse group with divergent cultural norms.</p>
<p>Diversity Can It Work for Me?, ODEO, Goal - Learning to foster and support inclusiveness and respect in your workplace using the F.A.I.R. (feedback, assistance, inclusion, respect) approach.</p>		<p>22 faculty and staff were trained in sharing responsibility for fostering a campus climate that is grounded in respect and inclusiveness. 89% of Diversity Can It Work for Me participants (20 completed evaluations) reported gaining valuable skills.</p>
<p>Roundtable Discussion with TU Students, November 18, 2015, hosted by President's Diversity Coordinating Council (PDCC), Goal - Sharing information about TU's diversity efforts and organizational structure in support of diversity with students/student leaders as a follow-up to student requests received and accepted by Interim President Chandler on November 18, 2015.</p>		<p>150 students participated, 20 faculty and staff members facilitated roundtable discussions.</p>
<p>Campus Forum on Diversity, December 9, 2015, hosted by PDCC, Goal - Informing students, faculty and staff regarding current and planned institutional initiatives in support of diversity and inclusion. Participants were provided with opportunities to share their thoughts and concerns.</p>		<p>175 students and faculty and staff members participated in the forum.</p>
<p>Tools for Inclusion: Succeeding in the Diverse Classroom - 2015 Series, hosted by Education & Scholarship Workgroup of TU's Diversity Action Committee, Goal - Heightening awareness for the religious diversity on campus, educating faculty and staff on students with Autism/Asperger's, and providing creative strategies to engage and address international student needs in the classroom.</p>		<p>30 students, and faculty and staff participated in the <i>Tools for Inclusion - 2015 Series</i>. The sessions were videotaped and are being closed-captioned. The videos will be posted on the Provost's website as part of a tool kit to support campus inclusion.</p>
<p>Diversity Speaker Series - Beyond Baltimore: Race, Racism & White Privilege, CSD, Goal - Tim Wise educated the attendees about the global narrative surrounding privilege as well as issues of comparative racism, race and education in the context of Baltimore.</p>		<p>1,700 students and faculty and staff members attended the event.</p>

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Institution has a Process for Reporting Campus-Based Hate Crimes

Towson University

Yes. Towson University has established a Hate/Bias Response Team that is charged with providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents by:

Meeting on a periodic basis to review reported instances of hate crimes and/or bias incidents; Identifying any patterns, trends or upsurges in hate and/or bias incident activity;

Advising TU's Diversity Coordinating Council of such patterns and making recommendations related to action-oriented steps to address identified patterns; and,

Supporting the implementation of university-wide initiatives to curtail hate crimes and bias incidents.

Members of TU's Hate/Bias Response Team (<https://www.towson.edu/odeo/resources/committee/hatebias.html>):

Traevna Byrd, General Counsel; Marina Cooper, Deputy Chief of Staff; Maggie Reitz, Vice Provost; Bernard Gerst, Assistant Vice President, Office of Public Safety and Chief of Police; Deb Moriarty, VP for Student Affairs;

Josianné Pennington, VP for University Marketing and Communication; and, Debbie Seeberger, Assistant to the President for Diversity

Auxiliary Members of TU's Hate/Bias Response Team:

Ron Butler, Director, Residence Life, Jerry Dieringer, Assistant VP for Student Affairs, Housing and Residence Life, Dan Leonard, Fair Practices Officer, Phillip Ross, Associate VP, Human Resources, Kurt Anderson, SGA President, Greg Reising, Director, Counseling

Reporting: Incidents may be reported in-person, in-writing, or online. TU's online **Hate/Bias Reporting Form** is available at: <https://inside.towson.edu/generalcampus/hatebias/index.cfm>.

Procedures: TU's Procedures for Responding to Hate/Bias Incidents or Crimes is available at: <https://www.towson.edu/odeo/reporting.html>.

Responding and Maintenance of Records: TU's Office of Diversity and Equal Opportunity, reporting directly to TU's President, is responsible for maintenance of records of all reported hate/bias incidents and insuring appropriate responses to reported incidents.

Number of Incidents: During calendar year 2015, 3 bias incidents were reported and verified.

Legend

Y = Yes

N = No

Table 5

Race/Ethnicity for Undergraduate Students																
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,094	12	671	1,423	2,846	15	1,012	1,834	3,035	16	1,068	1,967	3,362	18	1,168	2,194
American Indian or Alaska Native	75	0	26	49	34	0	9	25	29	0	8	21	27	0	9	18
Asian	682	4	295	387	901	5	365	536	932	5	380	552	1,012	5	447	565
Hispanic/Latino	486	3	182	304	973	5	396	577	1,115	6	436	679	1,218	6	483	735
White	11,677	68	4,740	6,937	12,219	65	4,936	7,283	11,885	63	4,795	7,090	11,515	60	4,762	6,753
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	16	0	5	11	21	0	7	14	20	0	9	11
Two or more races	N/A	N/A	N/A	N/A	651	3	232	419	747	4	270	477	814	4	304	510
Did not self identify	1,608	9	630	978	742	4	312	430	712	4	311	401	668	4	287	381
Foreign	526	3	283	243	397	2	200	197	331	2	182	149	413	2	223	190
Total:	17,148	100	6,827	10,321	18,779	100	7,467	11,312	18,807	100	7,457	11,350	19,049	100	7,692	11,357

Race/Ethnicity for Graduate Students																
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	536	13	134	402	473	13	163	310	421	12	126	295	384	12	105	279
American Indian or Alaska Native	25	1	9	16	15	0	9	6	4	0	2	2	1	0	0	1
Asian	109	3	40	69	132	4	55	77	117	3	46	71	107	3	42	65
Hispanic/Latino	75	2	27	48	89	2	26	63	81	2	26	55	85	3	26	59
White	2,546	63	590	1,956	2,374	64	618	1,756	2,089	60	531	1,558	2,026	63	529	1,497
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	4	0	3	1	5	0	2	3	2	0	0	2
Two or more races	N/A	N/A	N/A	N/A	55	1	22	33	66	2	27	39	73	2	25	48
Did not self identify	468	12	163	305	360	10	118	242	482	14	147	335	384	12	98	286
Foreign	270	7	133	137	218	6	91	127	213	6	108	105	173	5	89	84
Total:	4,029	100	1,096	2,933	3,720	100	1,105	2,615	3,478	100	1,015	2,463	3,235	100	914	2,321

Race/Ethnicity for All Students																
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,630	12	805	1,825	3,319	15	1,175	2,144	3,456	16	1,194	2,262	3,746	17	1,273	2,473
American Indian or Alaska Native	100	0	35	65	49	0	18	31	33	0	10	23	28	0	9	19
Asian	791	4	335	456	1,033	5	420	613	1,049	5	426	623	1,119	5	489	630
Hispanic/Latino	561	3	209	352	1,062	5	422	640	1,196	5	462	734	1,303	6	509	794
White	14,223	67	5,330	8,893	14,593	65	5,554	9,039	13,974	63	5,326	8,648	13,541	61	5,291	8,250
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	20	0	8	12	26	0	9	17	22	0	9	13
Two or more races	N/A	N/A	N/A	N/A	706	3	254	452	813	4	297	516	887	4	329	558
Did not self identify	2,076	10	793	1,283	1,102	5	430	672	1,194	5	458	736	1,052	5	385	667
Foreign	796	4	416	380	615	3	291	324	544	2	290	254	586	3	312	274
Total:	21,177	100	7,923	13,254	22,499	100	8,572	13,927	22,285	100	8,472	13,813	22,284	100	8,606	13,678

Prepared By: TU Institutional Research: PP- 2/29/16

Source: EIS, EDS

Table 6

Race/Ethnicity for Tenured/Tenure-Track Faculty																
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	27	5	8	19	27	5	9	18	25	4	9	16	26	4	8	18
American Indian or Alaska Native	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Asian	65	11	41	24	76	13	42	34	81	14	45	36	85	14	44	41
Hispanic/Latino	13	2	3	10	15	3	4	11	16	3	4	12	16	3	4	12
White	463	80	239	224	458	77	240	218	451	77	236	215	453	77	230	223
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	1	0	1	0	1	0	1	0	1	0	1	0
Two or more races	N/A	N/A	N/A	N/A	1	0	0	1	2	0	0	2	3	1	1	2
Did not self identify	6	1	5	1	12	2	5	7	10	2	6	4	11	2	6	5
Foreign	7	1	3	4	3	1	3	0	1	0	1	0	2	0	2	0
Total:	582	100	300	282	594	100	305	289	588	100	303	285	598	102	297	301

Race/Ethnicity for Faculty - Not Tenured/Tenure Track*																
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	69	7	23	46	78	7	23	55	93	9	30	63	90	8	35	55
American Indian or Alaska Native	4	0	1	3	4	0	2	2	2	0	2	0	4	0	2	2
Asian	24	2	14	10	33	3	12	21	34	3	13	21	31	3	12	19
Hispanic/Latino	14	1	5	9	21	2	11	10	22	2	12	10	24	2	9	15
White	810	84	359	451	897	85	368	529	902	83	362	540	877	81	347	530
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	1	0	1	0	1	0	1	0	2	0	1	1
Two or more races	N/A	N/A	N/A	N/A	6	1	3	3	7	1	2	5	10	1	3	7
Did not self identify	6	1	3	3	12	1	6	6	17	2	8	9	34	3	18	16
Foreign	36	4	15	21	8	1	5	3	5	0	3	2	8	1	4	4
Total:	963	100	420	543	1,060	100	431	629	1,083	100	433	650	1,080	100	431	649

*Includes Lecturers, Senior Lecturers, Clinical, Visiting, and Adjunct Faculty

Race/Ethnicity for All Faculty																
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	96	6	31	65	105	6	32	73	118	7	39	79	116	7	43	73
American Indian or Alaska Native	5	0	2	3	5	0	3	2	3	0	3	0	5	0	3	2
Asian	83	5	52	31	109	7	54	55	115	7	58	57	116	7	56	60
Hispanic/Latino	26	2	8	18	36	2	15	21	38	2	16	22	40	2	13	27
White	1,270	82	597	673	1,355	82	608	747	1,353	81	598	755	1,330	80	577	753
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	2	0	2	0	2	0	2	0	3	0	2	1
Two or more races	N/A	N/A	N/A	N/A	7	0	3	4	9	1	2	7	13	1	4	9
Did not self identify	42	3	20	22	24	1	11	13	27	2	14	13	45	3	24	21
Foreign	23	1	11	12	11	1	8	3	6	0	4	2	10	1	6	4
Total:	1,545	100	721	824	1,654	100	736	918	1,671	100	736	935	1,678	100	728	950

Prepared By: TU Institutional Research:PP - 3/11/2016

Source: EIS, EDS

Table 7

Race/Ethnicity for Staff																
Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	250	17	110	140	265	17	116	149	266	17	115	151	264	17	111	153
American Indian or Alaska Native	3	0	3	0	2	0	2	0	1	0	1	0	1	0	1	0
Asian	32	2	11	21	36	2	12	24	39	2	16	23	41	3	17	24
Hispanic/Latino	18	1	12	6	28	2	16	12	37	2	21	16	37	2	22	15
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	2	0	2	0
White	1,153	78	496	657	1,181	76	519	662	1,198	75	542	656	1,156	73	521	635
Two or more races	N/A	N/A	N/A	N/A	6	0	4	2	11	1	8	3	8	1	4	4
Did not self identify	1	0	1	0	26	2	9	17	31	2	11	20	39	2	14	25
Foreign	14	1	4	10	2	0	0	2	4	0	0	4	1	0	0	1
Total:	1,471	100	637	834	1,546	100	678	868	1,587	100	714	873	1,549	98	692	857

Prepared By: TU Institutional Research: PP- 2/29/16

Source: EIS, EDS

Note: Staff numbers do not include instructional staff (faculty) or graduate assistants.



**INSTITUTIONAL PROGRAMS OF
CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT**

April 25, 2016

Submitted by:
Darlene Brannigan Smith, Ph.D.
Executive Vice President and Provost

I. Report on Institutional Programs and Cultural Diversity

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity *Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan*

The University of Baltimore (UB) does not have a dedicated Diversity Plan but uses both the University Strategic Plan and the Goals and Objectives of the Office of Cultural and Diversity to guide efforts to recruit and retain faculty, staff and students and provides initiatives to create a supportive campus for a diverse community. In addition, specific initiatives are designed to both recruit and retain faculty, staff and students. In the past seven years, the demographic profile of our students has changed, but there has not been a parallel gain with staff and particularly faculty. We assess climate for our students and fare very favorably with students impression of climate, yet a staff and faculty survey has not been given in more than ten years.

High level key performance indicators for all undergraduate students (measured by the Student Satisfaction Inventory – SSI) indicate a level of satisfaction higher than other national four-year publics, noting that “Faculty are fair and unbiased in their treatment of individual students” and this institution shows concern for students as individuals, that the institution has a good reputation within the community and as well as a statistically significant rating by our students that “there is a strong commitment to racial harmony on this campus.”

In addition, there has been a remarkable increase in the percentage of undergraduate African-American students, increasing from 34.7% in 2008 to 47.9% in 2015. While the % of Hispanic students remains small, it has more than doubled since 2.4% in 2011 to 5.5% in 2015. Interestingly, the percentage of students identifying as two or more races increased to 4.2% in 2015, making it nearly as prevalent as the Hispanic and Asian races. The growth in the percent of African-American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from 21.0% to 34.9%, nearly a 14 percentage point gain. Strategic efforts in the Law School such as the Fannie Angelo’s Program and Charles Hamilton Huston Program as well as targeted recruitment initiatives have resulted in larger increases in minority students from 16% in 2007 to 28% in 2015.

However, our gains in a diversity faculty and staff remains relatively unchanged. In addition, while we have measures of climate for students, particularly at the undergraduate level, we do not for faculty and staff, with the exception of the COACHE survey, leading UB to be more intentional in how we assess and understand climate at UB which may in turn impact recruitment and retention of a diverse work force. A system-wide climate survey should be considered to allow for benchmarking and target setting. Beginning in the early in 2016, the Culture and Diversity Committee has met regularly with President Schmoke and this led to a number of high level changes, including administering a climate survey in fall 2016, and are described in depth in *Table 2*.

I. Report on Institutional Programs and Cultural Diversity

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

University of Baltimore																																				
Strategic Plan (SP)	Goals and Timeline	Implementation Strategies	Areas of Emphasis/ Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements																														
SP	2014-2015 - <i>SP Goal 1</i> : The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded students support services.	Wide array of programs and services that are provided to students (see narrative)	All Students	Annual	Retention and Graduation Rates: First-Time, Full-Time, Degree-Seeking Freshmen Entering in the Fall Semester <table border="1"> <thead> <tr> <th>Cohort Year</th> <th>Year</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Retention Rates</td> <td>2nd Yr</td> <td>68%</td> <td>82%</td> <td>76%</td> <td>77%</td> <td>72%</td> <td>67%</td> <td>79%</td> <td>71%</td> </tr> <tr> <td>Enrolled</td> <td>6-year</td> <td>36%</td> <td>43%</td> <td>32%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Cohort Year	Year	2007	2008	2009	2010	2011	2012	2013	2014	Retention Rates	2nd Yr	68%	82%	76%	77%	72%	67%	79%	71%	Enrolled	6-year	36%	43%	32%						More intentional and focused tracking and assessment of initiatives.
Cohort Year	Year	2007	2008	2009	2010	2011	2012	2013	2014																											
Retention Rates	2nd Yr	68%	82%	76%	77%	72%	67%	79%	71%																											
Enrolled	6-year	36%	43%	32%																																
SP	2014-2015 – <i>SP Goal 2</i> : 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. Objective 2.3: Increase enrollment of Maryland's growing populations including veterans, immigrants, Hispanic and Asians.	Make UB a “veteran-friendly” campus. Add dedicated personnel.	Veterans	Annual	Contractual Veterans Coordinator, PT Veterans Counselor, and a Benefits Coordinator in Financial Aid. First year tracking.	Need permanent (non-contractual) positions; expand recruitment and retention. Also, address culture and provide training/education to better understand and engage this population.																														
SP	2014-2015 – <i>SP Goal 2</i> : 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. Objective 2.3: Increase enrollment of Maryland's growing populations including veterans, immigrants, Hispanic and Asians.	Expand outreach for city and region's growing Hispanic and Asian populations.	Hispanic Students	Annual	Hispanic students doubled from 2.4 % in 2011 to 5.5 % in 2015.	Expand outreach; increase at Shady Grove Campus.																														
SP	2014-2015 - <i>Goal 2</i> : 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.	Expand beyond regional outreach in all schools.	International	Annual	More than 20% increase over one year.																															

Table 1
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

University of Baltimore						
Strategic Plan (SP)	Goals and Timeline	Implementation Strategies	Areas of Emphasis/ Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
	Objective 2.3: Expand UB's recruitment efforts with targeted outreach in select regional, national and international markets.					
SP	2014-2015 - 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.	Charles Hamilton Houston Scholars Program helps under-represented college freshman and sophomores develop academic skills needed to enhance opportunities for Law School Admission. Fannie Angelo's Program selects eight Baltimore Scholars from HBCU's to attend the UB school of Law with full tuition. LSAT Award Program that helps prepare underrepresented students build strategies to score higher on the LSAT.	Increase diversity of students in Law School	Annual	Increase in minority students from 16% in 2007 to 28% in 2015 (27% to 28% 2014 to 2015).	Continuing
SP	2014-2015 - Goal 3: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni.	The Cultural and Diversity Center's goal is to develop experiential cultural immersion and alternative break programs for students.	All Students	Annual	Noel Levitz Student Satisfaction Survey. UB above peers in many climate-related questions, for example "There is strong commitment to racial harmony on this campus" - 76% UB students agree; national benchmark 60%. Bridge to Belize study abroad program. Cuba study abroad program.	Need campus climate survey.
SP	2014-2015 - Goal 3: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni.	Provide a wide array of programs and services to promote diversity	All students, faculty and staff	Annual	678 students, staff, faculty, and alumni participated in 30 programs offered by Culture and Diversity Center. 10% increase of 1,593 views of Diversity & Culture Center YouTube videos. Diversity and Culture Center Facebook page had 186 "likes" during 2014-2015, an increase of over 200%. Developed a Diversity and Culture website.	Continue to refine and enhance Culture and Diversity visibility.

I. Report on Institutional Programs and Cultural Diversity

Table 2

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity *Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff*

As indicated in the narrative for *Table 1*, UB takes pride in the positive indicators for diversity in enrollment growth and student perception of climate. Enhancements must be made for the recruitment and retention of the work force. This is not to indicate that we do not attend to these measures, but in the absence of a dedicated Diversity Plan, initiatives may not be assessed and revised for impact. Recently, the Culture and Diversity Committee has recommended the following:

Strategic Plan Revision

The committee reviewed the current university strategic plan (2014-2017); the plan does not clearly state diversity values and does not provide specific strategies in which matters of diversity and inclusion will be addressed. They proposed to amend the current plan to include diversity plan goals, objectives, and measures which are more focused and specific. This addendum will be presented at the Town Hall on May 5th, 2016.

Climate Survey

The committee learned that previous surveys administered to faculty, students, and staff **included** diversity questions. While a campus wide climate survey is needed, any data that is collected regarding diversity issues must be widely shared as it provides a starting point for discussions and action about diversity.

Human Resources Recruitment, Screening, and Retention Processes

An action plan be designed to provide assistance for each campus department to improve the process of the recruitment and hiring of diverse faculty and staff. However, if this initiative is to be successful, it is critical that Human Resources provide training for regular compliance reporting.

Multicultural Competency Training

Training in diversity, inclusion, and cultural awareness is needed at the University of Baltimore as it currently does not have a structure for cultural competency training for faculty, staff, or students. It is recommended that a series of mandatory trainings for faculty staff and student be initiated. The Culture and Diversity Committee will continue to evaluate training programs and models and how they might be implemented to meet the needs of our campus.

Website Presence

The committee co-chairs met with University Relations to develop a diversity presence on the UB website. As a result, the webpage “Diversity at UB” has been created and can be found under the About UB drop-down menu (<http://www.ubalt.edu/about-ub/diversity-at-ub.cfm>). The Diversity at UB page includes general information about UB’s commitment to diversity, links to the Diversity and Culture Center’s webpage and the Shared Governance page - including content about the Culture and Diversity Committee - as well as information about cultural student organizations on campus. The Committee will continue to work with UR to enhance and expand the content.

Finally, the university has started the process of drafting a diversity statement that addresses diversity, inclusion, and equity. This process should also include a mechanism for feedback and recommendations. Once approved, the statement should be posted to our website. Enhancements to the current diversity page will include university demographics, a calendar of diversity focused events, and a list of diversity focused courses that will link to the course catalog.

I. Report on Institutional Programs and Cultural Diversity

Table 2

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff

University of Baltimore				
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<p>UB engages in the recruitment of underrepresented students. One of the enrollments strategic goals is to increase the Hispanic, Asian and Veteran population. The division of enrollment services has a recruiter position with a dedicated focus on Hispanic Students. The addition of dedicated personnel and programming for veterans has been put in place.</p> <p>To increase diversity in the Law School, the Charles Hamilton Houston Scholars Program helps under-represented college freshman and sophomore develop academic skills needed to enhance opportunities for Law School in a two week summer program. The Fannie Angelo’s Program selects eight Baltimore Scholars from HBCU’s to attend the UB school of Law with full tuition as well as the LSAT Award Program that helps prepared under represented students build strategies to score higher on the LSAT.</p>	<p>Diversity Dialogue Series Topics include racial profiling K-12 school discipline practices on students of color and there effects on self-esteem, confidence and college going behaviors, police brutality, and police involved shootings, religious celebrations in Africa, and Irish Culture.</p>	<p>UB provides support for LGBTQIA students Safe Space Ally Training- The Safe Space program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA.</p>	<p>Presidents’ Office Division of Student Affairs</p> <ul style="list-style-type: none"> • Office of the Vice President for Student Affairs • Career and Professional Development Center • Diversity and Culture Center • BMALE Program <p>Enrollment All four colleges Human Resources</p>	<p>Presidents’ Office: Strategic Plan overall leadership</p> <p>Student Affairs: Diversity and Culture Center (all students); Student With Disabilities; BMALE; Veterans Center</p> <p>Enrollment: Targeted admissions</p> <p>Academic Affairs: Curricula and targeted programming and MOUs.</p> <p>Human Resources: Faculty and staff recruitment</p> <p>Academic Affairs and Student Affairs: Targeted retention initiatives.</p>
<p>UB engages in the retention of current students through student employment opportunities. Work study and non-work study employment opportunities posted through UB Works in the Career and Professional Development Center ensuring a diverse pool which includes international students, ethnic minority students and students of all ages, races, genders and class years Communities and specialized lists (i.e. African American Female VPSA).</p>	<p>Holidays Around the World Program The annual Holidays Around the World program invites students to host tables about their religious holidays and observances, students are encourages to dress in their native wear.</p>	<p>UB provides Title XI Training for all faculty, staff and students.</p>		
<p>UB provides support for LGBTQIA students. Safe Space Ally Training. The Safe Space program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA.</p>	<p>Student Affairs launched the Transgender Issues Work Group which includes faculty, staff and students from across the university. To ready this group for their work, the group has received training and development via readings, movies, webinars about the issues and concerns of transgendered students.</p>	<p>Center for Educational Access Workforce Recruitment Program (WRP) provides students with disabilities the opportunity to interview with recruiters from the federal government. Interviews are held in October and/or November for potential job opportunities and internships that would begin the following summer.</p>		

I. Report on Institutional Programs and Cultural Diversity

Table 2

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff

University of Baltimore				
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<p>Office of the Vice President for Student Affairs BMALE Academy for men of color, with the goal of supporting students' successful matriculation towards graduation. Workshops on academic writing, managing personal finances, and how to apply for financial aid and scholarships. In addition, each student was paired with a graduate student or professional mentor.</p>	<p>BMALE "Dismantling the School to Prison Pipeline" Town Hall Forum sponsored by BMALE Academy. Program focused on disproportional K-12 school discipline practices on students of color and their effects on self-esteem, confidence, and college-going behaviors. Panelists included a White House official, Morgan State University Dean of the School of Education, Baltimore City Public Schools Executives and Baltimore City Public Schools' Chief of Police.</p>	<p>Student Affairs Staff participated in the Penn Summit Series on Responding to Racism on College and University Campuses.</p>		
<p>Law School American Bar Association Diversity Day Association Black History Month Recognition Week</p>	<p>Diversity and Culture Center and Spotlight UB. African American Arts Festival-The annual festival a three-day festival in recognition of Black History Month featured various events and was open to UB and surrounding community.</p>	<p>Human Resources meets with each new search committee to review ways in which the recruitment and hiring process can enhance the process for a diverse workforce.</p>		
<p>International Student Orientation Learning Goals: Introduce new international students to campus resources and services that support their educational, professional and personal goals, introduce international students to campus organizations and activities and how to become involved, introduce new students to the skills necessary to be academically successful.</p>	<p>Diversity and Culture Center African Drumming: The Diversity and Culture hosted an African Drumming Rhythmic Healing Circle, students were given the opportunity to learn the history and importance of drumming in African culture.</p>	<p>Student Affairs launched the Transgender Issues Work Group which includes faculty, staff and students from across the university. To ready this group for their work, the group has received training and development via readings, movies, webinars about the issues and concerns of transgendered students.</p>		

I. Report on Institutional Programs and Cultural Diversity

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity *Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff*

In addition to many regularly scheduled events indicated in *Table 3*, additional programs, listed below, were provided during spring semester 2015 in response to the Baltimore unrest. Several of the activities also gave students an opportunity to communicate about social justice issues. The community-based activities occurred in neighborhoods impacted by the riots, which was particularly healing to students, faculty and staff who wanted and needed to assist in tangible ways. Student protests were preceded with a campus email on principles of safe assembly and what to do in the event of a riot.

- Moment of Unity Vigil (Student Affairs and Office of Academic Innovation) (60)
- UB the Voice (student-led—poetry, spoken word, music event) (40)
- Neighborhood clean-up, meal and discussion in Southwest Baltimore. Collaboration between the Center for Student Involvement and CUPs Coffee House (alumni and staff led) (200)
- Make A Difference Day 2015: Book Box Project in Southwest Baltimore sponsored by Center for Student Involvement and CUPs Coffee House (100)

Student-Lead Discussions:

This group met in the absence of university administrators/staff and penned a petition/call to action to University Administration. The discussions were reported to be well managed and peaceful. Follow up discussion were had with Student Affairs staff prior to the penning of the final document. Students used their voices in a constructive, mature and well-considered manner to engage the University Administration.

- People of Color Coalition meetings (student-led, 3 meetings) (60)

Discussions/Programs/Training - Guided by Faculty or Staff:

These discussions and programs reached a variety of audiences. The goals were to educate, train and provide opportunities for individuals to make sense of their experiences. Some events are UB traditions which were reframed based upon the riots. Others were new experiences designed to meet campus and community needs.

- UB Expressions: What is Your Hope for Baltimore? (Diversity and Culture Center, Spotlight UB and Center for Student Involvement arts and discussion program) (75)
- Be the Change (Faculty-led discussion & online interactive resource) (125)
- The Impact of Civil Unrest in Baltimore: Reflect, Share and Listen (three sessions sponsored by the Diversity and Culture Center and the Counseling Center) (15)
- Urban Child Symposium <http://law.ubalt.edu/centers/cfcc/news/urbanchild/>. Violence and the Urban Child: What Can We Do?, Urban Child Symposium - April 1, 2015 (100)
- Legal Observers, April 26, 2015, Training for students interested in becoming legal observers of demonstrations, etc. (60)
- Professor Byron Warnken began training Baltimore City police officials and officers on issues such as use of force and Fourth Amendment law (50)
- Governor Hogan Heroin Overdose Task Force held at law school on April 15, 2015 (30)
- Fellow/Scholar in Residence program for a graduate student to use our archival collections to study structural racism and social justice issues in Baltimore.
- Baltimore Authors Respond to the Death of Freddie Gray, a reading and community conversation with online magazine, American Short Fiction. (50)
- Law School Diversity Reception, April 11, 2015 (40)
- Black Poet Speak Out hosted by Spotlight UB (50)
- Emerging Voices Project (Reading of the apartheid play, the Chair of Voices, with talkbacks about gun control hosted by Spotlight UB) (50) and Memoir Performance of Baltimore Voices (30)

I. Report on Institutional Programs and Cultural Diversity

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff

University of Baltimore		
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
All new Student Affairs staff complete online tutorials to better assist students with disabilities, veteran and military students and students who may be in mental distress.	UB provides over 100 courses that address diversity and culture in all four of the colleges and General Education; of note is the Common Read chosen for all sections of the Sophomore Seminar (General Education requirement) “The Immortal Life of Henrietta Lacks”. These course offerings are assessed for enrollments.	MFA Reading Series brings a diverse array of writers to campus.
Safe Space Ally Training: The Safe Space program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA members of the campus community.	Divided Baltimore: This semester-long course included Ted-talk style presentations by UB faculty members, business leaders, activists, and community members.	School of Communication Design and UB Hoffberger Center hosted a series of campus lectures and workshops with Tibetan monks of the Drepung Gomang Monastery.
The Student Affairs Professional Staff is reading the book “Waking Up White and Finding Myself in the Story of Race” by Debby Irving.		Programs and events for African American History Month, including The 8th Annual African-American Arts Festival and Writing towards Race - the Black Ladies Brunch Crew.
Required Title IX training.		Asian Club French Club Re-establishment of the UB Muslim Student Association
School of Communication Design held a faculty workshop on inclusive pedagogy for the school's faculty.		Division of Legal, Ethical, and Historical Studies exhibit on “The Baltimore Cultural Arts Program, 1964-1993”.
Division of Applied Behavioral Sciences trains all counseling students in Multicultural Counseling, provides practicum training with a culturally diverse client population the emphasizes cultural diversity and sensitivity.		Cuba Study Abroad Program Belize Study Abroad Program
25 College of Public Affairs students attended the Amnesty International USA Mid-Atlantic Regional Conference, Nov 14&15, 2015		“Social Violence and Criminality” (November 10, 2015 lecture by Jose Fernandez Santillan, Fulbright Scholar in Residence).
College of Public Affairs (along with Merrick School of Business) serves as lead university partner on the USA Sustainable Cities Initiative led by the United Nations Sustainable Development Solutions Network		John Jay College of Criminal Justice President Jeremy Travis Lecture on “End to Era of Mass Incarceration” (September 8, 2015).
		Celebration honoring the third graduating class of the “Reasoning & Rehabilitation 2 For Girls & Young Women”.
		Baltimore Neighborhood Indicators Alliance is a program in the Jacob France Institute (housed in the Merrick School of Business).

I. Report on Institutional Programs and Cultural Diversity

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity *Institution has a Process for Reporting Campus-Based Hate Crimes*

If a hate crime, as defined under title 10, subtitle 3, of the Criminal Law Article, is reported to the University of Baltimore Police Department, the department shall immediately assign the case to an investigator and begin a criminal investigation with a view towards prosecution. Moreover, any hate crime investigated by the University of Baltimore Police Department is reported to the Federal Bureau of Investigation in accordance with the Uniform Crime Report (UCR) guidelines. In addition to the UCR reporting protocols, any such hate crime is also 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 Dean of Students and the Office of Diversity Education and Programs would be notified of any hate crime so that intervention and counseling services could be activated to support the campus community. No hate crimes were reported in the AY 2015-16.

University of Baltimore
No campus-based hate crimes and bias motivated incidents were reported in AY2015-2016.

II. Demographic Tables

Table 5 - Students: For undergraduate students, there has been a remarkable increase in the % of African-American students, increasing from 34.7% in 2008 to 47.9% in 2015. The % of African-American students is now the most represented race at the University of Baltimore, surpassing the White race in 2009. While the % of Hispanic students remains small, it has more than doubled since 2.4% in 2011 to 5.5% in 2015. Interestingly, the percentage of students identifying as two or more races increased to 4.2% in 2015, making it nearly as prevalent as the Hispanic and Asian races. The growth in the percent of African-American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains. The percentage of African-Americans increased from 21.0% to 34.9%, nearly a 14 percentage point gain. The 34.9% reflects the African-American racial distribution of the state of Maryland as a whole.

University of Baltimore

	Table 5a: Undergraduate Students																											
	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	1,143	38.5%	360	783	1,350	42.3%	449	901	1,450	45.2%	490	960	1,559	46.3%	522	1,037	1,625	47.1%	539	1,086	1,642	48.0%	549	1,093	1,569	47.9%	522	1,047
American Indian or Alaskan Native	19	0.6%	11	8	19	0.6%	11	8	18	0.6%	10	8	14	0.4%	8	6	16	0.5%	9	7	17	0.5%	7	10	15	0.5%	4	11
Asian	131	4.4%	67	64	145	4.5%	86	59	136	4.2%	73	63	144	4.3%	83	61	155	4.5%	81	74	153	4.5%	80	73	153	4.7%	78	75
Hispanic/Latino	72	2.4%	28	44	95	3.0%	40	55	72	2.2%	34	38	152	4.5%	79	73	164	4.8%	77	87	183	5.4%	87	96	179	5.5%	88	91
White	1,026	34.6%	539	487	1,154	36.2%	628	526	1,213	37.8%	640	573	1,256	37.3%	670	586	1,240	35.9%	674	566	1,179	34.5%	638	541	1,133	34.6%	577	556
Native Hawaiian or Pacific Islander			-	-	4	0.1%	4	-	9	0.3%	6	3	8	0.2%	5	3	7	0.2%	5	2	10	0.3%	5	5	9	0.3%	2	7
Two or More races			-	-	38	1.2%	11	27	72	2.2%	25	47	82	2.4%	28	54	109	3.2%	40	69	134	3.9%	50	84	136	4.2%	54	82
Did not Self identify	578	19.5%	240	338	384	12.0%	161	223	238	7.4%	81	157	150	4.5%	62	88	134	3.9%	52	82	102	3.0%	43	59	83	2.5%	37	46
Total	2,969	100.0%	1,245	1,724	3,189	100.0%	1,390	1,799	3,208	100.0%	1,359	1,849	3,365	100.0%	1,457	1,908	3,450	100.0%	1,477	1,973	3,420	100.0%	1,459	1,961	3,277	100.0%	1,362	1,915

	Table 5b: Graduate Students																											
	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	645	21.0%	171	474	744	23.7%	223	521	795	25.9%	231	564	853	28.2%	242	611	879	30.3%	269	610	908	32.3%	240	668	952	34.9%	271	681
American Indian or Alaskan Native	10	0.3%	4	6	7	0.2%	4	3	5	0.2%	3	2	8	0.3%	5	3	3	0.1%	1	2	1	0.0%	1		1	0.0%		1
Asian	156	5.1%	61	95	149	4.7%	63	86	125	4.1%	53	72	130	4.3%	54	76	134	4.6%	54	80	136	4.8%	65	71	126	4.6%	65	61
Hispanic/Latino	61	2.0%	24	37	85	2.7%	37	48	63	2.1%	28	35	135	4.5%	58	77	124	4.3%	52	72	122	4.3%	50	72	106	3.9%	40	66
White	1,523	49.6%	723	800	1,654	52.7%	794	860	1,757	57.2%	853	904	1,632	53.9%	789	843	1,519	52.4%	726	793	1,427	50.7%	687	740	1,313	48.2%	617	696
Native Hawaiian or Pacific Islander			-	-	4	0.1%	1	3	4	0.1%	1	3	6	0.2%	3	3	2	0.1%	2		2	0.1%	1	1		0.0%		
Two or More races			-	-	33	1.1%	9	24	52	1.7%	14	38	62	2.0%	24	38	74	2.6%	27	47	68	2.4%	24	44	68	2.5%	28	40
Did not Self identify	674	22.0%	290	384	462	14.7%	215	247	270	8.8%	112	158	203	6.7%	85	118	166	5.7%	70	96	149	5.3%	62	87	159	5.8%	72	87
Total	3,069	100.0%	1,273	1,796	3,138	100.0%	1,346	1,792	3,071	100.0%	1,295	1,776	3,029	100.0%	1,260	1,769	2,901	100.0%	1,201	1,700	2,813	100.0%	1,130	1,683	2,725	100.0%	1,093	1,632

II. Demographic Tables

Table 6 - Faculty: The University of Baltimore's racial distribution of the tenured/tenure-track faculty has remained remarkably stable. The percent of African-American faculty has remained within a single percentage point, i.e., between 8.3% and 9.2%, with the current year recording 8.7%. The other minority races have similarly remained stable, although the percentage of Hispanic faculty has fallen from 3.9% in 2012 to 1.9% in the current year. The lack of significant change in the percentage distribution indicates (a) the long-term employment of the faculty and (b) the slow turnover in tenure-track faculty.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percent of women to men faculty increased in six of the past seven years, from 36% into 45%. If the current trend continues, the faculty distribution by gender will be 50% women by 2019. The Merrick School of Business has the most diverse faculty with 39% of a minority status.

The percent of adjunct faculty headcount fluctuated substantially over the past 7 years. From 2008-2012, the percent of adjuncts ranged from 36% - 38%, but thereafter it established a new plateau of 39% - 40%. This indicates the increasing reliance of the university on adjunct faculty.

University of Baltimore

Table 6a: Tenured/Tenured Track																				
	2011-2012				2012-2013				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	13	8.8%	7	6	16	9.6%	8	8	14	8.3%	6	8	15	8.8%	7	8	14	8.7%	5	9
American Indian or Alaskan 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	0
Asian	9	6.1%	6	3	11	6.6%	6	5	13	7.7%	7	6	15	8.8%	8	7	14	8.7%	7	7
Hispanic/Latino	5	3.4%	1	4	5	3.0%	1	4	4	2.4%	0	4	4	2.4%	0	4	3	1.9%	0	3
White	116	78.9%	71	45	130	77.8%	77	53	124	73.4%	72	52	130	76.5%	76	54	129	80.1%	75	54
Native Hawaiian or 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	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	0	0.0%	0	0
Did not Self identify	4	2.7%	3	1	5	3.0%	3	2	14	8.3%	9	5	6	3.5%	5	1	1	0.6%	1	0
Total	147	100.0%	88	59	167	100.0%	95	72	169	100.0%	94	75	170	100.0%	96	74	161	100.0%	88	73

Table 6b: Other Tenured Status																				
	2011-2012				2012-2013				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	33	13.1%	19	14	29	12.3%	16	13	36	13.9%	21	15	44	17.0%	26	18	37	15.1%	24	13
American Indian or Alaskan 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	0
Asian	10	4.0%	3	7	13	5.5%	6	7	12	4.6%	6	6	10	3.9%	4	6	6	2.4%	3	3
Hispanic/Latino	1	0.4%	1	0	3	1.3%	1	2	6	2.3%	3	3	8	3.1%	5	3	4	1.6%	3	1
White	200	79.7%	119	81	189	80.1%	127	62	195	75.3%	118	77	193	74.5%	126	67	181	73.9%	115	66
Native Hawaiian or 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	0
Two or More races	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0	1	0.4%		1	1	0.4%	0	1
Did not Self identify	6	2.4%	4	2	2	0.8%	2	0	10	3.9%	8	2	3	1.2%	1	2	16	6.5%	8	8
Total	251	100.0%	146	105	236	100.0%	152	84	259	100.0%	156	103	259	100.0%	162	97	245	100.0%	153	92

II. Demographic Tables

Table 7 - Staff: The employment of African-American staff over the last 7 years has varied only slightly from an average of 35.6. The current year percentage is 35.3%. The staff racial distribution largely reflects that of the State of Maryland on a whole. The percentage of female staff over the past 7 years has varied between 59% and 63%, with no clear pattern.

University of Baltimore

Table 7: Staff																								
	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	228	37.1%	59	169	220	36.3%	63	157	196	34.8%	56	140	196	34.3%	54	142	211	36.5%	61	150	188	35.9%	58	130
American Indian or Alaskan 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	0	0	0.0%	0	0
Asian	17	2.8%	9	8	20	3.3%	12	8	18	3.2%	11	7	19	3.3%	11	8	19	3.3%	13	6	18	3.4%	11	7
Hispanic/Latino	9	1.5%	4	5	9	1.5%	4	5	12	2.1%	5	7	12	2.1%	4	8	17	2.9%	8	9	8	1.5%	5	3
White	340	55.3%	150	190	338	55.8%	147	191	322	57.1%	138	184	321	56.1%	133	188	315	54.5%	129	186	296	56.5%	126	170
Native Hawaiian or Pacific Islander	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	0	0.0%	0	0	0	0.0%	0	0
Two or More races	2	0.3%	1	1	4	0.7%	2	2	3	0.5%	1	2	2	0.3%	1	1	6	1.0%	3	3	6	1.1%	4	2
Did not Self identify	18	2.9%	9	9	14	2.3%	7	7	12	2.1%	3	9	21	3.7%	9	12	10	1.7%	2	8	8	1.5%	3	5
Total	615	100.0%	232	383	606	100.0%	235	371	564	100.0%	214	350	572	100.0%	212	360	578	100.0%	216	362	524	100.0%	207	317



**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
2015 ANNUAL PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

I. Report on Institutional Programs of Cultural Diversity:

1. Table 1 – UMB summary of institutional plan to improve cultural diversity

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. 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 has a multi-pronged approach to fostering cultural competency which includes efforts and initiatives from the President’s Office, Student Affairs, and our schools as well as programming by our students. Furthermore, each of the graduate and professional schools has accreditation standards that include cultural competency and diversity in the forefront of their educational efforts.

UMB specifically lists “Diversity” as one of its seven core values¹. The UMB publication “Living the Core Values”² explains further:

Diversity is a word often used to describe differences among people in terms of race, creed, or sexual orientation. At UMB, diversity means much more. The UMB campus body is diverse in the aforementioned ways, but also in abilities,

¹ <https://www.umaryland.edu/president/core-values/>

² <https://www.umaryland.edu/media/umb/president/core-values/UMB-CV-Booklet-WEB-v2.pdf>

backgrounds, values, personalities, thoughts, goals, and aspirations. We strive for common identity and purpose. This requires respect, patience, understanding, courtesy, and civility. We value diversity and unique contributions, fostering a trusting, open, and inclusive environment and treating each member of our UMB community in a manner that incorporates all of our core values. Our clearly defined core values provide a sense of identity, stability, and direction.

UMB strives for diversity among its students, faculty, and employees as well as in the vendors, organizations, and businesses with whom we choose to partner. We prepare our students to thrive in a diverse society and in a world where social interaction, work, and exchange occur across geographical, cultural, and socioeconomic boundaries

We immerse our students in experiences that expose them to different perspectives and provide them with varied learning opportunities. This exposure is based on the concept of respecting and celebrating individual differences, whether they pertain to a person's ethnicity race, sexual orientation, disability, economic background, political views, or religious beliefs.

This 2015 progress report highlights some of the activities that have occurred and others for which planning has begun. UMB's Strategic Plan³ expires on July 1, 2016 and a new strategic plan will be adopted in the next few months. The current plan, however outlines fundamental precepts of the institution via themes and fundamental areas. The second theme of the Strategic Plan provides the framework for UMB's institutional plan to improve cultural diversity.

The University's theme relevant to cultural diversity reads:

The University is committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions and leadership.

As was noted in prior reports, UMB's Strategic Plan lists all major goals, areas of emphasis and denotes strategies for implementation. The three goals under diversity and inclusion are:

- Promote a commitment to diversity and a culture of inclusion.
- Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.
- 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.

As part of the Strategic Plan's Implementation, co-chairs were established for each theme, workgroups were formed with diverse membership of faculty, staff, and students from our schools and programs. The diversity and inclusion efforts were led

³ <http://www.umaryland.edu/about-umb/strategic-plan/>

by the Vice President of Planning and Chief Accountability Officer, Dr. Roger Ward. The Diversity Advisory Board, which plays a vital role in the diversity and inclusion efforts of the University was led by Dr. Elsie Stines, Assistant Vice President of Special Projects and Initiatives.

Progress under the Strategic Plan is evaluated annually by an Executive Implementation Committee comprised of all deans and vice presidents plus selected others. This group reviews the mandatory reports by co-chairs on progress toward meeting the itemized tactics relevant to each goal that were established during the strategic planning process. The table on the following page, highlights the diversity and inclusion goals with concomitant tactics and their status as the of the most recent reporting period.

While the implementation of the University's strategic theme of diversity and inclusion is on-schedule, the city of Baltimore and our campus confronted the difficult rioting and unrest that followed the death of Freddie Gray one year ago. The University's response to these events has been documented elsewhere⁴, and includes these examples:

- Development of the web page, "UMB Responds," to connect the University Community with the needs of West Baltimore. The page highlighted upcoming opportunities to help and a listing of volunteer opportunities.
- Development of a student support web page⁵ for students to voice their feelings and create a sense of community. The web page highlighted a new service for students, "shared experience volunteers," who are a network of faculty and staff formed to address issues of race, class, poverty and the violence in the city and to provide support to our student body.
- The University collected goods for city residents, recruited volunteers, and created a one-stop shop for finding useful information and opportunities to support community neighbors during and after the protests.
- The Student Counseling Center expanded its walk-in hours for students.
- Development of a year-long conversation on race, diversity and inclusion occurring on multiple levels within the institution including: human resources, student affairs, faculty and staff, and the President's Office
- A "Forum on Race" was held for the University Community on May 6, 2015. The discussion was facilitated by Megan Meyer, PhD, MSW, associate dean for academic affairs at the University of Maryland School of Social Work and featured a panel of local experts who helped the University contextualize recent events within the larger scope of Baltimore's relationship with race.

⁴ <https://www.umaryland.edu/oc/umb-responds/>

⁵ <http://www.umaryland.edu/campuslife/student-support/>

Table 1. UMB summary of institutional plan to improve cultural diversity

University of Maryland, Baltimore						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis	Evaluation of Program	Goal Progress Compared to Base Year	Areas of Needed Improvement
Yes 3 Goals	Goal 1: Promote a commitment to diversity and a culture of inclusion	1.1 Assign to the President’s Diversity Advisory Council oversight and support of the University’s diversity and inclusion initiatives. 1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council 1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives 1.4 Conduct a University-wide diversity and inclusion assessment to establish a baseline form which to build programs and initiatives. 1.5 Administer a period survey to assess the campus climate on diversity and inclusion issues.	1.1 Entire university community 1.2 Entire university community 1.3 Senior administrators and faculty 1.4 Entire university community 1.5 Entire university community	Y (annual)	1.1 Complete 1.2 Fellow candidates are currently being interviewed 1.3 Complete 1.4 Climate survey is currently underway and report will be issued in May 2016 1.5 Will begin in 2017	N/A
	Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect	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	2.1 Entire university community 2.2 University leadership 2.3 Faculty and leadership 2.4 Entire university community 2.5 Entire	Y (annual)	2.1 An ongoing effort resulting in new programs annually 2.2 Complete 2.3 Ongoing efforts to diversify faculty ranks 2.4 Complete and results shared 2.5 Ongoing	Faculty diversity is an area of needed improvement in several of UMB’s schools.

University of Maryland, Baltimore						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis	Evaluation of Program	Goal Progress Compared to Base Year	Areas of Needed Improvement
	of University activities	<p>review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.</p> <p>2.5 Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion</p>	university community			
	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.	<p>3.1 Create a cultural competency initiative that promotes cultural competency throughout the University.</p> <p>3.2 Establish 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.</p> <p>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.</p>	<p>3.1 Entire university community</p> <p>3.2 Entire university community</p> <p>3.3 Faculty and staff</p>	Y (annual)	<p>3.1 A year-long project including symposia and completion of a position paper concluded in April 2016. The results are being reviewed by the DAC.</p> <p>3.2 Delayed</p> <p>3.3 Pilot project among student affairs staff to conclude in May 2016</p>	Faculty and staff training in cultural competency, diversity, and inclusion will continue to be a focus in the next strategic plan.

2. Table 2 – Addressing cultural diversity, representation of underrepresented groups, recruitment and retention of underrepresented groups, and program specific initiatives

Given the space requirements of this report it is not possible to list all of the campus and school activities related to increasing the numerical representation among students, faculty, and staff. The following narrative and table will offer exemplars for students, faculty and staff.

Students

At each of the Schools, considerable effort is made to recruit, admit and retain a diverse student body. Recruitment strategies to foster a diverse applicant pool and admitted class include visiting historically minority schools and attending specialty fairs, as well as targeted recruitment events that focus on underrepresented minorities. Every year the schools have had success at events such as the Summer Medical Dental Education Program, National Hispanic Medical Association, Latino Provider Network, Future Latino Leaders Law Camp, National Association of Medical Minority Educators, and the National Association of African American Honors Program.

The Schools also host groups of underrepresented prospective student to campus for receptions with the intent of connecting them to current students and alumni. Additionally, supportive efforts continue post-admission. The School of Nursing Student Success Center offers an array a services such as academic coaching, tutoring, writing assistance, and enrichment targeted to the unique needs of their diverse student body.

Staff and Faculty

Fostering a work and educational environment that is free from discrimination is at the forefront of UMB's efforts. Each year UMB prepares an Affirmative Action Plan⁶ that assists leaders in developing a representative workforce. The Affirmative Action Plan focuses on our efforts to achieve a workforce that is more diverse and highlights areas where we need to increase our emphasis. This effort is connected to UMB's Strategic Plan and Core Values. The Affirmative Action Plan is also used annually for the purposes of benchmarking. Each year school leadership is provided with a report of the previous year's status with respect to diversity for all faculty and staff positions. This information is emphasized when recruitment of faculty and staff discussed with department leaders so that appropriate efforts can be made in areas of identified need.

⁶ <https://www.umaryland.edu/media/umb/oaaoac/documents/eo/AA-Plan-Exec-Report-2014-2015.pdf>

Table 2: Addressing cultural diversity, representation of underrepresented groups, recruitment and retention of underrepresented groups, and program specific initiatives

University of Maryland, Baltimore				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<i>State the recruitment and/or retention initiative and indicate for whom it applies</i>	<i>State the initiatives used to create interactions and awareness for students, faculty, and staff</i>	<i>State what type of instruction and training is used for students, faculty, and staff</i>	<i>List in hierarchical order all diversity structures used within and across the institution</i>	<i>State the targeted programs and services and indicate for whom each is targeted.</i>
Annual Affirmative Action Plan Benchmarking Diversity. Used as an annual assessment of where the University should focus its minority/gender recruitment efforts. (Faculty and Staff)	Student Affairs Diversity Initiatives ⁷ and Diversity Celebrations ⁸ . The Diversity celebrations include: Hispanic Heritage, LGBTQ History, American Indian Heritage, Black History, Women’s History, Arab American Heritage, Asian-Pacific American Heritage, and Irish American Heritage	Safe Space Training ⁹ workshop provides information about how to be a supportive ally to LGBTQ students and colleagues. Upon completion, participants have the option of becoming a Safe Space member and displaying an UMB Safe Space placard or button.	1. President’s Diversity Advisory Council ¹⁰ 2. Office of Accountability and Compliance ¹¹ 3. Student Affairs Office of Interprofessional Service Learning and Student Initiatives ¹² 4. School of Nursing, Associate Dean of Diversity and Inclusion ¹³	The Graduate School is part of the tri-campus PROMISE grant, intended to increase significantly the number of minority (Black, Hispanic, American Indians) students receiving doctoral degrees in STEM
School of Medicine uses information from the American Medical Colleges for its availability pool and compared to the general	President’s Symposium and White Paper Project ¹⁴ focusing on Cultural Competence in 2015-2016. engaged faculty, staff, and students in a	Student Affairs Professional Staff Diversity Training is a series of ½ workshops which are mandatory for all student affairs professional staff. These		UMB’s CURE program ¹⁵ , identifies promising middle school students in Baltimore and prepares them for health care and research careers

⁷ <http://www.umaryland.edu/islsi/diversity-initiatives/>

⁸ <http://www.umaryland.edu/islsi/diversity-initiatives/diversity-celebrations/>

⁹ <http://www.umaryland.edu/islsi/diversity-initiatives/safe-space/>

¹⁰ <https://www.umaryland.edu/diversity/>

¹¹ <https://www.umaryland.edu/equalaccess/diversity-and-inclusion-initiatives/>

¹² <http://www.umaryland.edu/islsi/what-we-do/>

¹³ <https://www.umaryland.edu/diversity/council-members/jeffrey-ash/>

¹⁴ <http://www.umaryland.edu/islsi/presidents-initiatives/symposium-and-white-paper-project/>

¹⁵ <https://www.umaryland.edu/cure-scholars/>

University of Maryland, Baltimore				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<i>State the recruitment and/or retention initiative and indicate for whom it applies</i>	<i>State the initiatives used to create interactions and awareness for students, faculty, and staff</i>	<i>State what type of instruction and training is used for students, faculty, and staff</i>	<i>List in hierarchical order all diversity structures used within and across the institution</i>	<i>State the targeted programs and services and indicate for whom each is targeted.</i>
population of available faculty based on specialty area (Faculty)	yearlong conversation on a cultural competence.	workshops are facilitated by an external expert.	5. Diversity and Anti-Oppression Committee in the School of Social Work 6. International Services Office	through hands-on workshops and lab experiences, and mentorship.
The School of Social Work continues to strive to “Create an atmosphere that fosters cultural responsiveness” and can point to a number of key accomplishments to demonstrate its on-going commitment to improving our programming and school climate and impact as well as faculty recruitment. ¹⁶	President’s Student Leadership Institute, with its Cultural Competence Track ¹⁷ is a co-curricular certificate program designed to expose students to contemporary issues in leadership and professional development in order to prepare participants for professional leadership in a diverse work place.	American Sign Language Training ¹⁸ students, faculty and staff can participate in a 10-week long course that will teach the American Sign Language (ASL) level 1.	Student Organizations, including: Iranian Dental Association, Student Awareness for Latino Unanswered Disparities, Muslim Legal Society, Asian Pacific American Medical Student Association, Women in Medicine, Hispanic Dental Association, Anti-Oppression Workgroup, LGBTQ Allies Union, and the Community Action Network, among many others.	

¹⁶ <http://www.ssw.umaryland.edu/about-the-ssw/strategic-plan/diversity/>

¹⁷ <http://www.umaryland.edu/islsi/presidents-initiatives/presidents-student-leadership-institute/>

¹⁸ <http://www.umaryland.edu/islsi/diversity-initiatives/american-sign-language/>

University of Maryland, Baltimore				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<i>State the recruitment and/or retention initiative and indicate for whom it applies</i>	<i>State the initiatives used to create interactions and awareness for students, faculty, and staff</i>	<i>State what type of instruction and training is used for students, faculty, and staff</i>	<i>List in hierarchical order all diversity structures used within and across the institution</i>	<i>State the targeted programs and services and indicate for whom each is targeted.</i>
	Veteran's Success Initiative ¹⁹ with dedicated programming for student veterans to help with transitioning out of the military and into higher education.	Poverty Simulation Training ²⁰ designed to help participants begin to understand what it might be like to live in a typical low-income family and survive from week to week		
	Dr. Martin Luther King, Jr. Diversity Recognition Award ²¹	Faculty Development Series: 1) Implicit Bias, February 17, 2016. 2) Creating Gender Affirming Classrooms, April 19, 2016		

¹⁹ <http://www.umaryland.edu/islsi/diversity-initiatives/veterans-success-initiatives/>

²⁰ <http://www.umaryland.edu/islsi/poverty-simulation/>

²¹ <https://www.umaryland.edu/president/letters-to-the-umb-community/martin-luther-king-jr-diversity-recognition-award-nominations.php>

3. Table 3 – Create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMB has a strong tradition of on campus programming, both at the campus and at the school level, which promotes positive interactions and cultural awareness. The Diversity Advisory Council’s mission is to “make recommendations to the President that promote the University’s commitment to diversity and a culture of inclusion.” Each year the Diversity Advisory Council hosts the Dr. Martin Luther King, Jr. Diversity Celebrations, including the Diversity Recognition Award. This annual award recognizes an individual or group achievement in the areas of diversity and inclusiveness, as well as highlights our University’s steadfast commitment to promoting diversity as one of our core values.

In Student Affairs, the Office of Internprofessional Student Learning and Services Initiatives (ISLSI) held approximately 90 diversity-related co-curricular programs and events, with approximately 6,100 student attendees. In evaluations of these events, 91% of attendees reported that the event increased their appreciation for the interactive relationship of race, ethnicity, sexual orientation, class and/or gender in society.

In the realm of course offerings, the schools have an obligation to satisfy stringent requirements of its national accrediting agency. All of the agencies have standards that touch on cultural competency and the importance of an educated and able workforce. Almost uniformly, there are standards emphasizing or requiring efforts to attract and retain a diverse faculty, staff and student body; prepare students to work with diverse populations; and increase equity and inclusiveness. There are far too many courses that cover diversity and inclusion topics, and as such Table 3 will offer a sampling.

In one notable case, the School of Law developed a course in response to the events of the Black Lives Matter movement. In the fall of 2015 UMB’s School of Law offered a course entitled Freddie Gray’s Baltimore: Past, Present and Moving Forward. The course description states “The course will examine the recent unrest itself and then examine the causes of, and possible solutions to, those dislocations, including an examination of problems in policing; criminal justice; housing; health care; education; poverty; and community development and joblessness.” Students taking this course will be provided with the knowledge and tools needed to become involved in citizen and government efforts to reform law and policies as it pertains to the issues surrounding Freddie Gray’s death. Students are also encouraged to volunteer for opportunities in Baltimore that will help to address many of the issues brought to light in this case, and the unrest in Baltimore.

Table 3: Efforts to Create Positive Interactions and Cultural Awareness

University of Maryland, Baltimore		
A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
<i>State the nature and type of instruction and training for students, faculty, and staff</i>	<i>State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution</i>	<i>List institution-wide and targeted co-curricular programs for students</i>
<ol style="list-style-type: none"> 1. Safe Space Training, ongoing throughout the year 2. American Sign Language, ongoing throughout the year 3. Taboo Topics: An ongoing conversation about race, ethnicity and culture, ongoing throughout the year 4. Student Affairs Staff Diversity and Inclusion Training, ongoing throughout the year 5. Poverty Simulation Training. This training is designed to help participants understand what it might be like to live in a typical low-income family in Baltimore. It is an interactive workshop that occurs multiple times over the academic year 6. Microaggressions in the workplace, 12/2/2015 	<ol style="list-style-type: none"> 1. Freddie Gray’s Baltimore: Past, Present, and Moving Forward (SOL) 2. Civil Rights with Persons with Disabilities Clinic (SOL) 3. Health and International Human Rights Seminar (SOL) 4. Gender in the Legal Professions Seminar (SOL) 5. Immigration Law (SOL) 6. Area Health Education Center Clerkships (SOM) 7. Medical Spanish (SOM) 8. Context of Health Care (SOP) 9. Cultural Competence and Medical Spanish (SOP) 10. Reducing Global Social and Behavior Health Disparities (SSW) 11. Social Equality and Justice (SSW) 12. Qualitative Cross-Cultural Research 13. Social Work Practice with Immigrant and Refugee Populations 14. Global Women’s and Children’s Health (Graduate School) 	<p>The following are a sampling of co-curricular programs and events delivered to students.</p> <ol style="list-style-type: none"> 1. The President’s Symposium & White Paper Project: Olivia Carter-Pokras, Ph.D, 9/9/ 2015 2. Aquí Se Habla Español: Language as the Primary Cultural Expression of Latinidad with Frances Ramos-Fontan, 9/17/2015 3. The Latino Immigrant Population & Culturally Responsive Services in Baltimore, 9/30/2015 4. Working While Latino, 10/1/2015 5. Reframing Disability, 10/5/2015 6. National Coming Out Day, 10/9/2015 7. The President’s Symposium & White Paper Project: Jamie Washington, M.Div., PhD, 10/12/2015 8. Cultural Competence: Intercultural Development Inventory, 10/13/2015 9. Connecting Latina Racialization to the Body: Beyond Hair Texture and Skin Color, 10/15/2015 10. Race Card Project: Essay Competition, 10/16/2015 11. Out on Campus Panel Discussion about LGBTQ Issues, 10/27/2015 12. The President’s Symposium & White Paper Project, Ira SenGupta, MA, 11/4/2015 13. Pow Wow, 11/19/2015 14. Operation Welcome Home Card Making, 11/11/2015 15. World Aids Day, 12/1/2015 16. Chill-Out Cook Off for HIV Care, 12/1/2015 17. ChristmaHanukKwanzaa Holiday Dessert Party, 12/14/2015 18. World Hijab Day, February 1, 2016 19. Healing Drum Circle, 2/8/2016

University of Maryland, Baltimore		
A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
<i>State the nature and type of instruction and training for students, faculty, and staff</i>	<i>State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution</i>	<i>List institution-wide and targeted co-curricular programs for students</i>
		20. The President's Symposium & White Paper On Cultural Competence: Tawara Goode, 2/9/ 2016 21. Spirituality in Patient Centered Care, 2/16/2016 22. African Ancestry Tracing, 2/24/2016 23. Natural Hair Discussion and Product Swap, 2/29/2016 24. President's Symposium & White Paper Project, Joseph Telfair, PhD, MPH, 3/8/2016 25. Working with ESOL Learners, 3/21/2016 26. Arab Music, Dance, and Culture by Karim Nagi, 4/11/2016 27. The President's Symposium & White Paper Project: The Fellows Present Their Findings, 4/14/2016 28. Arab American Identity: Susan Muaddi-Darraj, 4/20/2016 29. Qigong Class, 5/2/2016 30. Annual Asian and Pacific Islander Luau, 5/9/2016

4. Table 4 -- Each institution should indicate whether it has a process for reporting campus-based hate crimes.

Institution has a process for reporting hate-based crimes	
University of Maryland Baltimore	
Yes	All hate-based crimes are reported through UMB's Police Force. In 2015, there were no reported incidents.

II. Demographic Data:

The Board of Regents has requested that institutional demographic data be provided in each annual progress report on programs of cultural diversity. To meet this requirement, institutional reports should provide separate student, faculty, and staff demographic data as indicated in the attached example of tables for all activities identified or enumerated in the institutional plan or implemented as a result of enhancement initiatives.

Tenure Track Faculty

Year	Race	Total	Pct	F	M
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
<hr/>					
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
<hr/>					
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
<hr/>					
2014	African American/Black	32	5.93%	14	18
	American Indian/Alaska Native	2	0.37%	1	1
	Asian	80	14.81%	17	63
	Hispanic/Latino	9	1.67%	3	6
	Not Reported	6	1.11%	2	4
	White	411	76.11%	132	279
		540		169	371
<hr/>					
2015	African American/Black	31	5.93%	15	16
	American Indian/Alaska Native	3	0.57%	1	2
	Asian	81	15.49%	19	62
	Hispanic/Latino	9	1.72%	2	7
	White	399	76.29%	134	265
		523		171	352

Non-Tenure Track Faculty

Year	Race	Total	Pct	F	M
2009	African American	204	9.16%	130	74
	Asian/Pacific Islander	439	19.70%	191	248
	Hispanic	70	3.14%	46	24
	Native American	7	0.31%	4	3
	Not Reported	41	1.84%	15	26
	White	1467	65.84%	791	676
			2228		1177	1051
2010	African American/Black	209	8.84%	134	75
	American Indian/Alaska Native	5	0.21%	3	2
	Asian	521	22.04%	231	290
	Hispanic/Latino	67	2.83%	37	30
	Not Reported	33	1.40%	12	21
	Other Pacific Islander	6	0.25%	2	4
	Two or More Races	6	0.25%	4	2
	White	1517	64.17%	830	687
		2364		1253	1111
2011	African American/Black	220	8.87%	147	73
	American Indian/Alaska Native	4	0.16%	3	1
	Asian	544	21.94%	257	287
	Hispanic/Latino	58	2.34%	31	27
	Not Reported	36	1.45%	14	22
	Other Pacific Islander	6	0.24%	4	2
	Two or More Races	5	0.20%	4	1
	White	1606	64.78%	896	710
		2479		1356	1123
2012	African American/Black	236	9.08%	160	76
	American Indian/Alaska Native	4	0.15%	4	.
	Asian	588	22.62%	257	331
	Hispanic/Latino	53	2.04%	26	27
	Not Reported	43	1.65%	19	24
	Other Pacific Islander	8	0.31%	5	3
	Two or More Races	5	0.19%	3	2
	White	1663	63.96%	938	725
		2600		1412	1188
2013	African American/Black	250	9.18%	169	81
	American Indian/Alaska Native	7	0.26%	5	2

	Asian	604	22.19%	282	322
	Hispanic/Latino	60	2.20%	35	25
	Not Reported	41	1.51%	19	22
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	5	0.18%	3	2
	White	1751	64.33%	994	757
		<u>2722</u>		<u>1511</u>	<u>1211</u>
2014	African American/Black	228	8.82%	146	82
	American Indian/Alaska Native	5	0.19%	3	2
	Asian	577	22.32%	267	310
	Hispanic/Latino	56	2.17%	33	23
	Not Reported	89	3.44%	55	34
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	8	0.31%	6	2
	White	1618	62.59%	906	712
		<u>2585</u>		<u>1420</u>	<u>1165</u>
2015	African American/Black	252	10.01%	170	82
	American Indian/Alaska Native	3	0.12%	2	1
	Asian	552	21.92%	256	296
	Hispanic/Latino	55	2.18%	31	24
	Other Pacific Islander	3	0.12%	3	.
	Two or More Races	16	0.64%	10	6
	White	1637	65.01%	927	710
		<u>2518</u>		<u>1399</u>	<u>1119</u>

* Includes employees classified as "fellows" (EEO6=8) having a federal standard occupational classification within Education, Training and Library Occupations.

Non-Faculty Employees

Year	Race	Total	Pct	F	M
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
2014	African American/Black	1210	31.97%	834	376
	American Indian/Alaska Native	7	0.18%	3	4
	Asian	336	8.88%	226	110
	Hispanic/Latino	68	1.80%	45	23
	Not Reported	112	2.96%	74	38
	Other Pacific Islander	2	0.05%	2	0
	Two or More Races	17	0.45%	15	2
	White	2033	53.71%	1347	686
		3785		2546	1239
2015	African American/Black	1202	31.76%	816	386
	American Indian/Alaska Native	8	0.21%	4	4
	Asian	337	8.90%	218	119
	Hispanic/Latino	80	2.11%	50	30
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	29	0.77%	25	4
	White	1967	51.97%	1308	659
		3625		2423	1202

Students

Year		Race	Total	Pct	F	M	
2008	Undergraduate	African American	223	26.1%	53	170	
		Asian/Pacific Islander	103	12.1%	12	91	
		Hispanic	29	3.4%	8	21	
		Native American	4	0.5%	.	4	
		Not Reported	77	9.0%	10	67	
		White	418	48.9%	49	369	
				854		132	722
	Graduate	African American	846	16.0%	178	668	
		Asian/Pacific Islander	718	13.5%	254	464	
		Hispanic	210	4.0%	66	144	
		Native American	15	0.3%	6	9	
		Not Reported	384	7.2%	154	230	
		White	3129	59.0%	936	2193	
			5302		1594	3708	
	Total		6156		1726	4430	
2009	Undergraduate	African American	208	24.6%	43	165	
		Asian/Pacific Islander	115	13.6%	24	91	
		Hispanic	31	3.7%	10	21	
		Native American	5	0.6%	1	4	
		Not Reported	69	8.2%	7	62	
		White	416	49.3%	40	376	
				844		125	719
	Graduate	African American	895	16.2%	192	703	
		Asian/Pacific Islander	779	14.1%	273	506	
		Hispanic	208	3.8%	66	142	
		Native American	13	0.2%	3	10	
		Not Reported	412	7.4%	165	247	
		White	3231	58.3%	993	2238	
			5538		1692	3846	
	Total		6382		1817	4565	
2010	Undergraduate	African American/Black	157	20.3%	32	125	
		American Indian/Alaska Native	4	0.5%	.	4	
		Asian	102	13.2%	20	82	
		Hispanic/Latino	35	4.5%	8	27	
		International	26	3.4%	3	23	

		Not Reported	12	1.6%	1	11
		Other Pacific Islander	3	0.4%	1	2
		Two or More Races	23	3.0%	3	20
		White	410	53.1%	48	362
			772		116	656
	Graduate	African American/Black	786	14.1%	160	626
		American Indian/Alaska Native	11	0.2%	4	7
		Asian	778	14.0%	269	509
		Hispanic/Latino	237	4.2%	76	161
		International	182	3.3%	76	106
		Not Reported	142	2.5%	54	88
		Other Pacific Islander	4	0.1%	2	2
		Two or More Races	119	2.1%	37	82
		White	3318	59.5%	1055	2263
			5577		1733	3844
	Total		6349		1849	4500
2011	Undergraduate	African American/Black	123	16.8%	34	89
		American Indian/Alaska Native	3	0.4%	2	1
		Asian	100	13.7%	21	79
		Hispanic/Latino	33	4.5%	4	29
		International	25	3.4%	6	19
		Not Reported	19	2.6%	1	18
		Two or More Races	11	1.5%	3	8
		White	417	57.0%	50	367
			731		121	610
	Graduate	African American/Black	782	13.8%	169	613
		American Indian/Alaska Native	10	0.2%	3	7
		Asian	799	14.1%	264	535
		Hispanic/Latino	272	4.8%	83	189
		International	200	3.5%	79	121
		Not Reported	133	2.3%	45	88
		Other Pacific Islander	3	0.1%	2	1
		Two or More Races	151	2.7%	35	116
		White	3314	58.5%	1087	2227
			5664		1767	3897
	Total		6395		1888	4507
2012	Undergraduate	African American/Black	109	15.0%	24	85

		American Indian/Alaska Native	1	0.1%	1	.
		Asian	104	14.3%	23	81
		Hispanic/Latino	42	5.8%	7	35
		International	16	2.2%	4	12
		Not Reported	19	2.6%	2	17
		Two or More Races	18	2.5%	4	14
		White	419	57.6%	51	368
			728		116	612
	Graduate	African American/Black	764	13.5%	164	600
		American Indian/Alaska Native	8	0.1%	3	5
		Asian	809	14.3%	271	538
		Hispanic/Latino	294	5.2%	99	195
		International	219	3.9%	86	133
		Not Reported	138	2.4%	44	94
		Other Pacific Islander	1	0.0%	1	.
		Two or More Races	172	3.0%	41	131
		White	3235	57.4%	1071	2164
			5640		1780	3860
	Total		6368		1896	4472
2013	Undergraduate	African American/Black	107	14.3%	21	86
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	113	15.1%	21	92
		Hispanic/Latino	42	5.6%	9	33
		International	27	3.6%	5	22
		Not Reported	23	3.1%	3	20
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.6%	5	22
		White	405	54.3%	48	357
			746		112	634
	Graduate	African American/Black	754	13.6%	151	603
		American Indian/Alaska Native	8	0.1%	1	7
		Asian	841	15.2%	269	572
		Hispanic/Latino	282	5.1%	101	181
		International	244	4.4%	95	149
		Not Reported	123	2.2%	44	79
		Two or More Races	164	3.0%	38	126
		White	3122	56.4%	1005	2117

			5538		1704	3834
	Total		6284		1816	4468
2014	Undergraduate	African American/Black	125	15.8%	33	92
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	111	14.0%	16	95
		Hispanic/Latino	31	3.9%	5	26
		International	21	2.7%	2	19
		Not Reported	22	2.8%	6	16
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.4%	5	22
		White	453	57.2%	49	404
			792		116	676
	Graduate	African American/Black	833	15.2%	170	663
		American Indian/Alaska Native	8	0.1%	2	6
		Asian	830	15.1%	262	568
		Hispanic/Latino	293	5.3%	99	194
		International	249	4.5%	95	154
		Not Reported	112	2.0%	42	70
		Other Pacific Islander	2	0.0%	1	1
		Two or More Races	165	3.0%	44	121
		White	2992	54.6%	977	2015
			5484		1692	3792
	Total		6276		1808	4468
2015	Undergraduate	African American/Black	162	18.7%	34	128
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	112	12.9%	14	98
		Hispanic/Latino	44	5.1%	5	39
		International	21	2.4%	3	18
		Not Reported	17	2.0%	5	12
		Two or More Races	28	3.2%	7	21
		White	481	55.5%	54	427
			866		122	744
	Graduate	African American/Black	884	16.2%	193	691
		American Indian/Alaska Native	7	0.1%	1	6
		Asian	868	15.9%	288	580
		Hispanic/Latino	301	5.5%	82	219

	International	263	4.8%	97	166
	Not Reported	105	1.9%	45	60
	Other Pacific Islander	2	0.0%	1	1
	Two or More Races	169	3.1%	51	118
	White	2864	52.4%	939	1925
		<hr/>		<hr/>	<hr/>
		5463		1697	3766
<hr/>	Total	<hr/>		<hr/>	<hr/>
		6329		1819	4510

Table 1 –

Throughout 2015-2016, 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. 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

Column D on the table includes some of UMBC's key diversity initiatives to advance these broad goals, and column F provides highlights of measurable progress made.

Table 2 –**Programs that support student diversity and success**

The Meyerhoff Graduate Fellows Program was established in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Maximizing Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents who are interested in improving the underrepresentation of minorities in STEM. 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 UR enrollment in the Meyerhoff Graduate Fellows Program has grown from five students in 1996 to 81 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) and Pharmaceutical Sciences at the University of Maryland, Baltimore. An additional 83 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 19 years preceding the Meyerhoff Graduate Program.

Components of our program will enable UR graduate students to compete more effectively for federal research grants, make informed postdoctoral choices, and more confidently pursue leadership positions in industry, government, and academics.

Meyerhoff Bridge Program's Financial Aid Presentation-The Meyerhoff Scholars program strives to increase diversity among future leaders in science and engineering. UMBC's Meyerhoff Scholars begin their studies in a summer Bridge program and therefore do not participate in the traditional Orientation Program for new students. A Financial Aid Workshop is built into the summer Bridge agenda, ensuring students receive a thorough explanation of their aid and billing expectations. The group participates in a computer lab and the presentation approach is hands-on, allowing students to use tools such as the Cost Calculator and to complete a website scavenger hunt quiz reiterating the key topics students need to know.

The Reception and Overnight for Academically Talented African American Students targets high achieving African American high school sophomores and juniors. The students and their families are invited to a reception to learn about UMBC and meet members of our community. The program includes remarks by the UMBC President, key faculty and administrators, as well as African American students.

The Reception and Overnight for Academically Talented Hispanic/Latino Students targets high achieving Hispanic and Latino high school sophomores and juniors. The students and their families are invited to a reception to learn about UMBC and meet members of our community. The program includes remarks by the UMBC President, key faculty and administrators, as well as Hispanic and Latino students. Following the reception, student attendees are hosted by members of the Hispanic and Latino Student Union (HLSU) in spending the evening to gain a greater understanding of the campus community.

High School College Nights-UMBC staff provide Financial Aid Night presentations to various area high schools, including schools with vulnerable populations of students including Centennial High School, Chesapeake Science Point Public Charter School, and Long Reach High School. The presentation is geared to assist students and parents who are considering higher education at any institution and focuses on foundational aspects of Federal, State, and Institutional financial aid such as types of aid available, completing the FAFSA, and applying for additional scholarships.

Center for Women in Technology (CWIT)

Since its initial creation in 1998, The Center for Women in Technology (CWIT) has developed into a vital partner in efforts to increase the retention and recruitment of women and other underrepresented groups in the College of Engineering and Information Technology (COEIT). In the past five years, CWIT has focused on building programs and services that: (1) attract more female applicants to our CWIT Scholars programs and increase the yield of women to COEIT majors, (2) build community among increasing numbers of women who are not CWIT Scholarship recipients, and (3) contribute to improving the climate in the College for undergraduate women to ultimately increase their retention and graduation rates.

In fall 201, CWIT served a total of 99 Scholars in three programs - 53 CWIT Scholars, 22 T-SITE (NSF S-STEM funded) and 24 Cyber scholars (funded by the Northrop Grumman Foundation). Sixty-eight percent of the scholars in all three programs are women. The Cyber and T-SITE scholars programs are focused on increasing gender as well as ethnic/racial diversity. Fifty percent of Cyber and T-SITE scholars are women and 21% of Cyber scholars and 25% of T-SITEs are underrepresented minorities are African American or Hispanic. In addition to the Scholars programs, CWIT provides academic, personal, and professional development support to a growing number of CWIT Affiliates and Cyber Affiliates (primarily women; no scholarship support). The number of Affiliates has grown to over 200 students.

CWIT has increased its recruitment efforts for scholars by increasing participation in institutional recruiting efforts, targeted high school visits, and expanded CWIT recruitment initiatives aimed at high school girls. During fall 105, there were 22 high school visits that reached approximately 500 students. CWIT continues to collaborate on the Maryland & Delaware Award for Aspirations in Computing for high school girls. Aspirations Award applicants are invited to apply for the Bits and Bytes, Cyber 101, and Best of CWIT recruitment programs. Cyber101 was piloted this year and received 68 applications for 24 spaces. In its second year, Best of CWIT attendance increased to 85 students from approximately 50 last year. As a result of these targeted recruiting efforts, applications for the CWIT Scholars program increased from approximately 75 to 150 over the past five years. Applications from students of color rose from 13% to 28%. Nine of the

24 offers for the fall 2016 CWIT cohort were made to African American or Hispanic students- up from three last year. The visibility of CWIT scholar programs and both Affiliates programs has increased in and outside of UMBC as well.

Women's Center

The Women's Center at UMBC advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities. We prioritize critical social justice as our community value, with a deliberate focus on women, gender, anti-racism, and feminism. The Women's Center addresses recruitment and retention of underrepresented students, faculty, and staff in various ways to include a scholarship program for non-traditional women students, identity-based discussion groups for LGBTQ students and women of color. The Women's Center also provides space for UMBC's lactation room and seeks to provide additional support resources to UMBC mothers and parents.

Off Campus Student Services (OCSS)

OCSS focused this year on retention of African American male transfer students. The Coordinator for Commuter Engagement brought together a focus group of African American males to discuss retention issues at the institution, as well as reformed the student organization MALES, which focuses on mentoring for African American male transfer students.

Student Life

- Student Life staff retreat focused on racial identity development of the staff
- LGBTQ Campus Climate Workgroup - group that meets monthly to address challenges on campus for LGBTQ people; this year our big project has been working on creating a system for use of preferred name
- Black Unity Meetings for African Student Association, Black Student Union, Caribbean Student Council, and Ethiopian/Eritrean Student Association leaders hosted by Student Life and Commons staff.
- Staff of Color Network meetings and events hosted by various Student Affairs staff

Residential Life

- Participation at Admissions events, particularly Latino/Hispanic and African-American/Black student recruitment events
- Supporting summer bridge housing for groups such as Upward Bound and Blind Industries
- Discussions in Residential Life Department meeting following critical campus events related to identity

Counseling Center

- We have adopted an online training simulation Kognito - LGBTQ On Campus for Faculty and Staff, that will help build a community of respect, inclusion, and support for LGBTQ students. In this 30-minute interactive role-play course, faculty and staff will learn how to address discriminatory language, talk to a student who chooses to discuss their LGBTQ identity, identify when a student may be distressed, and refer them to support. LGBTQ on Campus for Students teaches users how to respond to biased comments, support a student who comes out, recognize signs of psychological distress, and connect students to appropriate campus resources.
- Counseling Center Multicultural Competency Training Program for Interns - Staff and interns need to develop and maintain multicultural competency. A commitment to working with students from a multicultural perspective is particularly important given the diverse student population and staff at the Counseling Center. The multicultural competency component of the training program is designed to develop more intensive and comprehensive knowledge, understanding, and skills in working with students from diverse backgrounds and under-represented groups. Knowledge of, and sensitivity to, diversity issues are essential in all areas of practice and are included in didactic training seminars as well as in supervision, group work, and outreach programming. As such, participation in the internship training program will not only involve increasing one's skills and knowledge base with regard to multicultural competency, but will also involve some levels of self-disclosure as well as exploration, within the context of furthering personal awareness and professional development.

Additionally, interns are expected to incorporate multicultural perspectives into supervision of practicum students, group therapy, outreach programming, and case conference.

In addition to the programs noted above that are specifically focused on the needs of some of the special populations that enrich our diversity, UMBC offers a wide array of programs to support our student population as a whole, because within that population there is a specific group, African American male transfer students, whose graduation rates have sometimes been lower than those of White students. By targeting such groups as transfer students at UMBC with special support, UMBC is advancing its goal of supporting a diverse student body.

The Transfer Student Alliance (TSA) Program enrolls students at Montgomery College (MC), Community College of Baltimore County (CCBC), Prince George's Community College (PGCC), Anne Arundel Community College (AACC), and Howard Community College (HCC) who plan to transfer to UMBC after completing an AA degree.

Pre-UMBC TSA benefits include:

- Access to UMBC/UMBC at Universities at Shady Grove facilities and campus services including the library and computer labs
- Participation in student activities, including cultural and recreational opportunities
- Concurrent enrollment at a 25% tuition discount for one UMBC course per term (not to exceed a total of three discounted courses)
- \$50 transfer application fee waiver

TSA benefits at UMBC include:

- Guaranteed transfer admissions to UMBC
- Guaranteed on-campus housing upon initial matriculation at UMBC's main campus
- \$1500 merit scholarship for each of two years of full-time study (award can be accepted with other UMBC merit award offers)
- Priority advising and registration on designated New Student Orientation

Credit When It's Due (CWID) - Reverse Awarding of the Associate's Degree Program aims to assist community college transfer students who have matriculated at UMBC prior to earning their associate's degree. Eligible students use coursework they are completing for UMBC bachelor's degrees towards remaining requirements needed to complete associate's degrees at their former community colleges. Leveraging MOU agreements and active partnerships with Montgomery College, Community College of Baltimore County, Howard Community College, and Anne Arundel Community – the CWID program strategically targets hundreds of eligible students from diverse backgrounds each semester including those of Latino, Asian, Black or African American, and Multi-Racial decent. According to analytical reports on students completing associate's degrees through UMBC's CWID reverse awarding process – students from each of these ethnic or racial categories have been recorded. To date, over 200 students have earned associate's degrees from community colleges throughout the state of Maryland through the CWID program.

The Baltimore County Collegiate Alliance Partnership (CAP) aims to support and promote college enrollment with students at BCPS schools with the lowest college-going rates by addressing four key indicators for college enrollment and success: 1) remediation, 2) applying to two or more colleges, 3) completing and submitting a Free Application for Federal Student Aid (FAFSA), and 4) matriculating in college. To achieve this goal and facilitate these outcomes, the partnership, represented by designated leadership from Baltimore County Public Schools, Community College of Baltimore County and University of Maryland, Baltimore County agrees to:

- Designate a representative(s) for the partnership that offers experience and expertise in relevant areas including, but not limited to, academic planning and preparation, college counseling, and college student success and degree completion.

- Meet regularly – no less than twice a year – to discuss and better understand the needs and challenges, to develop strategies and to monitor progress.
- Leverage existing resources, where possible, and explore opportunities for new resources i.e. grants, to support and advance the work of the partnership.
- Actively promote the efforts of the partnership with students, parents, faculty, staff, alumni and community leaders.
- Provide expertise and resources in the design, development and delivery of relevant content including, but not limited to, academic planning and preparation, college admissions and application process, financing college education and student success strategies.

Additionally, UMBC

- waives the \$50 admission application fee for participating students
- promotes scholarship opportunities to incentivize completion of the associate’s degree.

The New Student Orientation program is mandatory for all new freshmen and transfer degree-seeking students prior to the fall and spring semesters. New Student Orientation is a day-long event designed to provide students with information necessary to begin their academic career at UMBC. During orientation, students will learn more about academic requirements, meet with an academic advisor and register for classes. Orientation includes sessions designed to give students an introduction to the values of UMBC and life outside the classroom. New Student Orientation continues with Welcome Week, a week-long series of social and educational events.

In addition, a family orientation program is offered for family members who want to learn more about UMBC, as they too become part of the university community. During the program, families learn more about the activities and opportunities available to students at and around UMBC.

Financial Aid Night for Building STEPS -Building STEPS is a not-for-profit program which supplements student classroom learning and exposes underserved high school students to science and technology based career fields where minorities are overwhelmingly underrepresented. UMBC’s Office of Financial Aid and Scholarships has been partnering with Building STEPS since 2010 by providing a Financial Aid Night. For the formal presentation, staff present an overview of Financial Aid, including types of aid and costs. For the second half of the evening, staff help students and parents complete the online FAFSA application and set up their MD CAPs account for state aid.

LRC and IHU classroom presentations on financial aid-The LRC Course is designed to offer further support to students who may be struggling. Many participants are on academic probation or at risk of probation and the participants are in need of additional skills, resources, and supports to be successful. Each semester, Financial Aid staff provide a presentation to LRC classes. The presentation focuses on topics of relevance to the class such as differentiating grants from loans, addressing the financial (bill and aid) impacts of dropping or withdrawing, and sharing the potential impact of poor progress/grades by reviewing the federal Satisfactory Academic Progress policy and UMBC’s standards for continued aid. Most importantly, the session gets students thinking about the financial aspects of their decisions and circumstances and shares the resources and aid counseling the Financial Aid staff can provide.

IHU for transfer students (TRS)

This program is a modified Introduction to an Honors University (IHU) seminar for transfer students (TRS 201). TRS 201 seminars are one- or two-credit courses linked to a required course in the major that is typically taken by new transfer students. In each TRS, 60 percent of the course is academic content the department deems advantageous for new students entering upper-level courses. The remaining 40 percent of the course focuses on information that assists with the transition to the university as it also addresses topics of particular interest to transfer students such as academic advising, career counseling and connections to faculty in the discipline. TRS 201 reinforces the lecture content while working with students to enhance their study skills with a major focus on ensuring students have the writing, communication, and research skills necessary to be successful in their discipline. The course also supports students in the areas of exam preparation, time management, and other key skills through the lens of the needs of transfer students.

Loan Repayment Workshop-In addition to the federally required exit counseling, UMBC's Office of Financial Aid and Scholarships coordinates a loan repayment workshop for graduating seniors each fall and spring. Currently, the targeted participants are those who are scheduled to graduate and have borrowed the highest student loan debt. Possible expansion to include a larger participant pool is under evaluation.

Supplemental Instruction (SI)

Expanded Supplemental Instruction (SI) for courses which historically have been difficult for transfer students. SI is peer-assisted group discussion in optional weekly sessions offered five times per week. A trained peer SI leader assists students in identifying key topics and problems from class and solving them. SI leaders are recruited primarily from among Meyerhoff and Sherman Teacher Scholars Programs and students recommended by faculty members.

First Year Intervention (FYI)

Extended First-Year Intervention (FYI) to include transfer students. FYI focuses on freshman, including transfer students with fewer than 30 credits. The program asks faculty members to report on any of these students who, at mid-semester, are in danger of earning less than an A, B, or C in their course. The FYI program notifies identified students of their situation via a *myUMBC* alert linked to online information about campus support available to the students.

Recruitment and Support of a Diverse Faculty Body

Interfolio

An online faculty search software that assists in improving our faculty diversity recruitment efforts. This software receives faculty job applications and allows the Dean to monitor the aggregate diversity of the pool for each active search. The Dean uses this information to determine if the diversity of the applicant pool for a faculty search is consistent with the diversity of Ph.D. holders in a specific field as defined by the National Science Foundation's Annual Survey of Earned Doctorates. When the diversity of the candidate pool is not consistent with the report, hiring committees often are not permitted to begin reviewing applications and must continue their efforts to assemble a diverse pool of applicants for the position. Finally, in addition to monitoring the diversity of job applicant pools for faculty positions, Interfolio's online review and evaluation features increase transparency in the search committee's review of candidates. Before evaluating any of the job applications, hiring committees must develop the criteria/questions they will use to vet candidates. The use of clear and consistent guidelines helps ensure that all applicants are reviewed using the same criteria that help diminish implicit bias and other forms of discrimination.

Faculty Search Committee Implicit Bias Training

All faculty search committee chairs are required to attend this training on best practices for recruiting a diverse pool of applicants, developing and using fair metrics for the evaluation of candidates, and minimizing the impact of inherent racial and gender bias throughout the hiring process.

UMBC-STRIDE

(Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence) is a faculty-led group that provides peer-to-peer training on the ways that overt discrimination, implicit bias, accumulated advantage and disadvantage, and the influence of gender and racial schemas have inhibited the recruitment and hiring of underrepresented minority faculty. STRIDE also provides guidance on best practices that will maximize the likelihood that diverse candidates for faculty positions will be identified, recruited, and hired at UMBC. The Committee leads workshops for faculty and administrators involved in every stage of the hiring process. It also works directly with individual departments by meeting with chairs, faculty search committees, and other department members involved with recruitment and hiring.

Eminent Scholar Mentoring Program

This two-year formal mentoring program establishes a mentoring relationship between newly hired assistant professors and a prominent external researcher in their field. This program was initially developed to support the professional development women faculty in STEM and minority faculty across all disciplines but now extends to all new assistant

professors on campus. This mentoring relationship gives the UMBC faculty member a connection to their larger research community to enhance their success as they advance through the ranks of academia.

Postdoctoral Fellows for Faculty Diversity

UMBC's Postdoctoral Fellowship for Faculty Diversity is a two-year in residence fellowship designed to increase faculty diversity at UMBC by supporting the success of promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC. During the two-year appointment, UMBC provides fellows with teaching and research mentors and professional development opportunities across campus. Fellowship recipients are provided with a stipend, health benefits, and additional funding for conference travel and the preparation of scholarly work, office space with a computer, library and other privileges at the university. Thus far, eight fellows have participated in the program and UMBC has hired one fellow into a tenure-track position. The program will accept applications for its 4th cohort of fellows in Summer 2016.

Faculty ADVANCEment Workshops

These workshops are open to all UMBC faculty and provide the information needed to successfully advance through the ranks of academia. Particular attention is paid to ensuring that a diverse faculty community has clear and transparent opportunities to thrive at UMBC.

ADVANCE Leadership Cohort Program

Launched in 2005, the Leadership Cohort Program uses the cohort model and focuses on intentional career advancement. The program's purpose is to a) promote the advancement of women STEM faculty to positions of leadership, b) provide funding for professional development opportunities for women STEM faculty that will assist them in developing necessary skills needed to thrive in positions of leadership, and c) disseminate knowledge gained from the sponsored development opportunity to other faculty at UMBC. The first cohort convened in fall of 2005 and was comprised of six women, including STEM faculty and mid-level administrators. Now, in its ninth year, the members of the three original cohorts have formed the ADVANCE Leadership Alliance, which is charged with serving as an advisory board for future leadership cohorts and continuing leadership training to systematically transform the culture of the university.

Southern Regional Education Board Conference

The annual Compact for Faculty Diversity is the largest gathering of early-career minority Ph.D. scholars in the nation. Each year, our campus sends a team of faculty and administrators to actively recruit potential future faculty and to heighten the national visibility of UMBC among academic communities of color. UMBC also has access to the SREB doctoral scholar database that is used in our diversity recruitment activities.

On-Ramps to Full Professor

A National Science Foundation grant, "On-Ramps" to Full Professor: Institutional Support for Post-Family Leave Faculty Research Reintegration," offers calibrated support at critical junctures for post-family leave associate professor women to accelerate research productivity while minimizing the effects of productivity gaps.

Emerging Scholars Program

The Emerging Scholars Program provides departments, centers, and programs with funding to host advanced graduate students and junior faculty from underrepresented communities on campus for a two-day immersion experience. The Emerging Scholars Program seeks to (a) elevate the visibility of UMBC within networks of graduate students and junior faculty working with underrepresented communities; (b) increase the number of job applicants from underrepresented communities; (c) strengthen information sharing and candidate identification strategies for future recruitment of underrepresented faculty; and (d) enhance the exposure of UMBC students to a pedagogically and demographically diverse faculty.

PROMISE AGEP

Community Building Activities within Maryland: The PROMISE AGEP always invites the UMBC diverse faculty community to its tri-campus events in an effort to facilitate community building and connections. These activities include the Fall Harvest Dinner at College Park each November, the May Celebration of Graduates in Howard County, and the August Summer Success Institute (SSI) which has been held at various locations (UMBC, UMCP, UMB, Sheraton Hotel in Columbia, Hotel at Arundel Preserve)

Recruitment and Support of a Diverse Staff Body

Higher Education Recruitment Consortium

UMBC is a founding member and advisory board member of the Mid-Atlantic Higher Education Recruitment Consortium (HERC). HERC is a non-profit consortium of over 700 colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations. Consortium members share a commitment to hiring the most diverse and talented faculty, staff, and executives.

VITA Tax Preparation-UMBC became a VITA site location for the 2015 tax filing season and assisted 106 low income tax filers, 28 of whom were UMBC students, complete their tax return. UMBC students, faculty, staff, and community members with a household income below \$54,000 were eligible to request a tax filing appointment. Trained UMBC and community volunteers counseled and filed tax returns and offered financial counseling over the course of 6 Saturdays.

Table 3 –

Efforts to Create Positive Interactions and Cultural Awareness on Campus

IHU and TRS Cultural Diversity

UMBC's Introduction to an Honors University and Transfer Student Seminars require students to participate in three and two co-curricular programs respectively. Through these assignments students: discuss diversity as a UMBC value; discuss the variety of types of diversity and examine the benefits of diversity in developing and strengthening ties with UMBC and the surrounding community; and appreciate and discuss differences with guidance as to how to manage conversations related to topics that are often found to be challenging.

The Women's Center prioritizes critical social justice as our community value, with a deliberate focus on women, gender, anti-racism, and feminism. The Women's Center provides cultural diversity instruction and training of students, faculty and staff in various ways to include providing workshop and training opportunities to the campus community and spearheading events and efforts centered around various awareness months to include Sexual Assault Awareness Month, Relationship Violence Awareness Month, Women's History Month, and LGBTQ History. Additionally, the Women's Center is the lead sponsor of Critical Social Justice which is a multifaceted and interdisciplinary programming initiative intended to explore social justice and diversity issues in both theory and practice from academic, activist, and artistic perspectives.

The Center for Women in Technology (CWIT) has developed a scholar program model that includes mandatory activities that: 1) provide ongoing academic coaching, 2) build and maintain a supportive peer community, and foster professional development. Over the past three years, diversity topics and activities specifically designed to create positive interactions and cultural awareness have been intentionally added to the scholar experience. For example, the summer retreat for new scholars includes a session about the current demographics in computing and engineering majors and careers and the importance of CWIT's mission and role in increasing diversity. The CWIT first-year seminar course and the annual January Retreat also include interactive activities and discussions intentionally designed to increase scholars' awareness of diversity and their cultural competence. Two sections of an FYE class are offered for new freshman Scholars and a second section for interested CWIT and Cyber Affiliates. Four years ago the Men in CWIT group was

established to develop increased awareness and advocacy skills among male scholars for supporting underrepresented groups in computing and engineering.

Athletics

Staff and Student Athlete Training

Dr. Derek Greenfield presented-Confronting Ourselves: Promoting Diversity, Cultural Competence, and Inclusive Excellence. Specifically: In this increasingly diverse global work, individuals and organizations must adopt policies and practices that appreciate the power of culture in building relationships and maximizing human potential. This powerful participatory session challenges people to examine their own biases and work together to learn how to achieve inclusive excellence. Staff: April 5th from 9-11am, Student-athletes April 5th from 6:00pm-7:30pm.

You Can Play Events

"Every fall, winter and spring, the Athletics Department, in conjunction with the America East Conference, hosts ""You Can Play"" nights during 2 soccer games, 2 basketball games and 2 lacrosse games. You Can Play promotes inclusivity regardless of sexual orientation, with the premise being, if you can play, you can play. Their mission is: You Can Play is dedicated to ensuring equality, respect and safety for all athletes, without regard to sexual orientation.

You Can Play works to guarantee that athletes are given a fair opportunity to compete, judged by other athletes and fans alike, only by what they contribute to the sport or their team's success.

You Can Play seeks to challenge the culture of locker rooms and spectator areas by focusing only on an athlete's skills, work ethic and competitive spirit. www.youcanplayproject.org"

Each instructor of PHED 202, a class in which the majority of the freshmen student-athletes enroll, completed a lesson covering multicultural diversity. Three instructors completed a form of a "privilege walk activity" with their students, covering a wide range of topics that included the impact of gender, race, sexual orientation, economic upbringing, and educational opportunities among others. The fourth section's lesson included a social identities activity in which the students were asked to respond to questions about their identity by moving silently to a sign representing an aspect of themselves covering similar topics as previously mentioned. Each lesson included an open discussion following the activity. Some PHED 202 sections also required students to complete an anonymous discussion board post as a response to their experience in class, allowing students an opportunity to share their feelings in a more protected environment.

Residential Life

- Attendance at diversity-related professional development for each Asst. Director annually
- Training provided during student staff August training -- Resident Advisors
- Support & Sponsor employee to attend the Social Justice Training Institute (2 applied; 1 accepted)
- Restorative Justice Circles for bias-related incidents where perpetrator identified.
- Residential Life had 121 programs at the halls and apartment communities addressing social justice/diversity August – March
- Interact Program - This program being led by Dr. Young is a collaborative team at UMBC that includes faculty from the MLL program and Student Affairs professionals. The main goal of this program is to create an environment on a floor where students can be comfortable with differences, engage in dialogue, and have confidence in who they are. Three residential floors have been identified in this pilot program and will participate in peer led dialogue groups around difficult topics designed to challenge them as well as prepare them for our diverse society.

Student Life

- Safe Zone training - offered multiple times a year for students, faculty and staff
- InterACT training for peer facilitators

- Mosaic Diversity Presenters training - offered once a year in August to recruited student, staff and faculty volunteers
- How to be an Ally Workshop series - pilot focused on underrepresented populations and offered three times in Spring 2016
- Curriculum for the Foundations of Leadership class is grounded in social justice and cultural awareness
- Workshops presented at IHU classes on cultural competency
- Programs offered by the Mosaic and Interfaith Centers including: What's the Tea discussion series, How to be an Ally series, International Film festivals, National Diversity Awareness Month Fairs, Speakers and Passive Programs (ex. bulletin boards, article posts)
- Programs offered by Student Life supporting the Black African American, African, and Caribbean communities - educational and cultural
- Programs offered by Student Life supporting the Hispanic and Latino/a communities - educational and cultural
- Programs offered by Student Life supporting the Asian American, Asian, South Asian and Pacific Islander communities - educational and cultural
- Interfaith Connections Dialogue Group offered by Student Life supporting religious/spiritual education and development in students from diverse, backgrounds
- Programs offered by Student Life supporting the LGBTQ community - social and educational in nature
- Critical Social Justice Week co-hosted by Student Life and the Women's Center

Career Center

- The UMBC Career Center hosts a Diversity Recruitment Event for nearly 200 students each fall to help them build their network and speak with top employers over dinner. All participating employers are interested in diversifying their workforce. This program is co-sponsored by NSBE. A sample of employers who attended the event include: Johns Hopkins Applied Physics Lab, T. Rowe Price, General Electric, [CareFirst BlueCross BlueShield](#), CIA, Lockheed Martin, Morgan Stanley, NSA, DISA, Stanley Black & Decker, and PayPal to name a few.
- The UMBC Career Center arranges a student trip to the BEYA STEM Conference each year. Over 60 students attended this event in Philadelphia this past February. The BEYA STEM Conference is one of the most-anticipated diversity events with a talent-rich environment for recruitment, networking and professional development. In attendance are college representatives and thousands of professionals and students from across the country who represent careers and disciplines in science, technology, engineering and mathematics (STEM). Students can attend the career fair and meet top employers, take advantage of onsite resources designed to enhance their job search, as well as to get tools for a successful STEM career.

UMBC

Process for Reporting Hate Crimes

10/3/16

The “reporting” process starts by a community member call to our communications center, or an officer’s on-view observance regarding an incident that has bias or hate implications. I guess you could encapsulate it by saying:

Once a report of an incident with hate/bias implications is reported to our communications center or through on-view officer observance, an investigation will proceed to attempt to verify the incident as a bias incident relating to disability, ethnicity, gender, race, religion, sexual orientation, or homelessness. A common sense approach must be used. If it appears to be a bias incident, it should be reported as such. The officer should err on the side of reporting an incident.

The investigation has three stages:

- (1) primary investigation at the initial scene;
- (2) follow-up investigation by the criminal investigator, and
- (3) final determination by the Deputy Chief of Police.

Any of these stages may involve cooperation and collaboration with members of the University Community or local civic organizations.

2015-2016 Programs of Cultural Diversity Report University of Maryland, College Park

Narrative Statements for Tables

Narrative for Table 1: 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 or first-generation; of sexual, religious, and ability minorities; and of women. In spring 2015, we began a Task Force on Undocumented Students in order to develop a better understanding of undocumented students at UMCP and how we can better serve them. We 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.

Academic year 2014-15 marked the fifth year of the 10-year strategic plan for diversity--*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. The plan has 13 goals. Two broad recruitment and retention goals are presented in Table 1, as they have specific quantitative metrics. The other 11 goals are descriptive and are addressed in Tables 2 and 3.

In spring 2015, the Chief Diversity Officer (Kumea Shorter-Gooden) convened a Task Force on the diversity strategic plan, in order to determine—at the five-year mid-way point—what we've achieved, where we've fallen short, and how to better direct our resources and energies over the next five years. The report of the Task Force will be completed in spring 2016.

Two indicators of our success to-date: In 2015, UMCP was a recipient of *Insight into Diversity's* Higher Education Excellence in Diversity (HEED) Award, and for the fourth year in a row, UMCP was designated a Top LGBT-Friendly Campus by Campus Pride and the Huffington Post.

Narrative for Table 2: How Institution Addresses Cultural Diversity among its Students, Faculty and Staff

A strong infrastructure for diversity and inclusion (Column D) provides the foundation for numerous initiatives and programs that address recruitment and retention of underrepresented students, staff and faculty (Column A); programs to promote positive cultural interactions and awareness among students, faculty, and staff (Column B); cultural sensitivity (Column C); and other targeted programs to advance cultural diversity goals (Column E).

One major campus-wide initiative in Fall 2014 was the annual Rise Above -isms Week, that included an event sponsored by the Provost with the Deans and Vice Presidents where Robert Fuller, physicist and former president of Oberlin College, discussed rankism, its relationship to all other “-isms”, and how we can defeat it.

Narrative for Table 3: 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.

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 must take either two Understanding Plural Society (UP) courses, which focus on gaining cultural knowledge, or one UP course and one Cultural Competence course, which focus on developing cultural awareness and skills.

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 programs, events and activities for students. Staff and faculty sometimes participate and benefit as well. (See Column C).

In addition, we offer a robust set of diversity and inclusion training opportunities for faculty and staff (Column A).

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Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 1						
<i>Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan</i>						
<i>University of Maryland-College Park</i>						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
Y=Yes/N=No	A. Cite # of goals (inclusive year(s))B. Cite goals that are the focus of this report	Cite relevant strategies used for students, faculty, and staff	State specific area institution uses for each targeted population	Y or N Annual/biennial	Improved Goal # by % or Static	Name specific areas in need of improvement
Y	A. 13 Goals 2010-2020 The university will recruit, promote and work to retain a diverse faculty and staff	Family-friendly policies, e.g. parental leave; ADVANCE peer networks for women and faculty of color, surveys and feedback to Colleges; sessions on Creating Inclusive Departments; Equity Administrators support and monitor searches	Recruitment and retention of a diverse faculty	Y(annual)	Percentage of T/T-T Black faculty from 4.8% to 4.1%: Percentage of T/T-T Hispanic faculty from 3.3% to 3.8%; Disparities in retention/promotion of Black and Hispanic faculty; Percentage of T/T-T women from 31% to 32%; Women now tenured at same rate as men, when they go up, but more leave early	Continued attention to support for retention and promotion and to building departmental cultures of inclusion; Aggressive focus on hiring Black faculty
Y	B. The university will recruit, retain, and graduate a diverse student body	Outreach programs; Pipeline programs; Targeted recruitment of low-income and first-generation students; Holistic admissions process; Retention programs providing academic and cultural support	Recruitment and retention of a diverse student body	Y(annual)	From 18.9 to 22.2% underrepresented minority undergrads; From 57.9 to 51.7% White undergrads; From 10.8 to 14.2% underrepresented minority grad students; From 51.7% to 41.6% White grad students; Achievement gap for Black, Hispanic and low-income students has decreased	Continue to aggressively recruit underrepresented minority undergrads and grad students
Legend						
Y = Yes						
N= No						

Table 2

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 2				
<i>Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff</i>				
<i>University of Maryland-College Park</i>				
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
Office of Undergraduate Admissions outreach, monitoring and yield strategies aimed at underrepresented minority students, including those from Spanish-speaking families	Nyumburu Cultural Center (Black cultural center), including sponsorship of Leadership Series (T)	Office of Diversity & Inclusion diversity and inclusion training with faculty, staff and students, including sessions with Deans and Department Chairs on Creating Inclusive Departments and Implicit Bias	Chief Diversity Officer and the Office of Diversity & Inclusion	See list of programs in Column A
Academic Achievement Programs, including Intensive Educational Development program, Summer Transitional Program, Student Support Services, Educational Opportunity Center, and McNair Post-Baccalaureate Achievement Program—aimed at recruitment and retention of low-income and first-generation students	Multicultural Involvement and Community Advocacy (MICA), including work with more than 100 cultural student organizations and celebration of history/heritage theme months (T)	Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff and faculty	ADVANCE Program for Inclusive Excellence	Moving Maryland Forward Grant Program – provides up to \$15,000 for units to do year-long pilot project that addresses goal in strategic plan for diversity
Nyumburu Cultural Center’s Black Male Initiative strengthens and empowers Black males, to support retention	Community and Service Learning and the Voices of Social Change speaker series (IW)	Words of Engagement Intergroup Dialogues engage students in difficult dialogues about race, gender, sexual orientation, etc. in a credit-bearing course	Diversity Advisory Council	
Nyumburu Cultural Center’s Sisterhood of Unity & Love (SOUL) strengthens and empowers Black women, to support retention	Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center, including intersectional programming that addresses LGBT students of color (T)		Equity, Diversity and Inclusion Committee of the University Senate	
Office of Multi-ethnic Student Education (OMSE) College Success Scholars program – aimed at retention of Black and Latino men	Office of Diversity & Inclusion’s annual Rise Above -isms Week, with focus on an array of “isms”, e.g. racism, heterosexism, nativism, ableism and rankism (IW)		One Diversity Officer in each Division and College	
Office of Multi-ethnic Student Education (OMSE) Tutorial Program for STEM-related courses with high D, F and W grades – aimed at retention of students of color	Rise Above -isms Mini-Grants of up to \$750 for student organizations to develop programs that foster exploration of identity and dialogue across difference (IW)		Equity Council, comprised of Equity Administrator(s) in each Division and College	
Office of Multi-ethnic Student Education (OMSE) Academic Excellence Society fosters and recognizes academic excellence by students of color—aimed at retention	Rise Above –Ableism semester-long initiative, with events, speakers and communications campaign (IW)		4 President’s Commissions on Disability Issues, Ethnic Minority Issues, LGBT	
University of MD Incentive Awards Program supports the recruitment and retention of economically disadvantaged students from Baltimore City and Prince Georges County	African American Studies Department Town Halls on Ferguson (IW)		Many Divisions and Colleges have Diversity Committees	
Student Success Initiative provides a network of support and outreach to Black male students, including direct outreach to students who are experiencing academic or financial difficulties	Black Lives Matter speakers and events (IW)			
NSF-funded ADVANCE Program for Inclusive Excellence focuses on the retention and advancement of women and faculty of color through peer networks, data collection and policy initiatives	Baha’i Chair for World Peace speaker series on Structural Racism (IW)			
Equity Administrators provide support and monitoring of all faculty and staff searches in order to ensure a diverse candidate pool and a fair, inclusive and equitable search and selection process	Critical Race Initiative in the Department of Sociology’s annual Parren Mitchell Symposium (IW)			

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 3		
<i>Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff</i>		
<i>University of Maryland-College Park</i>		
<i>A</i>	<i>B</i>	<i>C</i>
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
Office of Diversity & Inclusion training with faculty, staff and students, including sessions with Deans and Department Chairs on Creating Inclusive Departments and Implicit Bias	General Education Diversity Requirement of 2 courses and at least 4 units	Nyumburu Cultural Center (Black cultural center), including sponsorship of Leadership Series (T)
Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff, faculty and students	Teaching and Learning Transformation Center's (TLTC) inclusive teaching workshops with faculty and graduate assistants	Multicultural Involvement and Community Advocacy (MICA), including work with more than 100 cultural student organizations and celebration of history/heritage theme months (T)
Office of Diversity & Inclusion's Cultural Competence Course Development Project, fostering faculty development of undergraduate courses that qualify as Cultural Competence Diversity courses	Words of Engagement Intergroup Dialogues engage students in difficult dialogues about race, gender, sexual orientation, etc. in a credit-bearing course that helps to fulfill the General Education Diversity requirement	Community and Service Learning and the Voices of Social Change speaker series (IW)
	Programs and courses in African American Studies, Women's Studies, Asian American Studies, U.S. Latino/a Studies, LGBT Studies, Jewish Studies, Latin American Studies, Persian Studies, Global Studies, and Education Abroad	Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center, including intersectional programming that addresses LGBT students of color (T)
		Office of Diversity & Inclusion's annual Rise Above -isms Week, with focus on an array of "isms", e.g. racism, heterosexism, nativism, ableism and rankism (IW)
Legend		
Y = Yes		
N = No		

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 4	
<i>Institution has a Process for Reporting Campus-Based Hate Crimes</i>	
<i>University of Maryland-College Park</i>	
Yes	
Legend	
Y = Yes	
N = No	

The process for reporting hate crimes at UMCP is that alleged crimes are reported to UMCP's Campus Police Department, then investigated by the Campus Police Department. The Campus Police Department keeps and maintains records on the numbers and types of hate crimes that occur..

University of Maryland-College Park

Table 5

Undergraduate Students		Fall 2009				Fall 2013				Fall 2014				Fall 2015			
		Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
New Categories	Old Categories																
-	American Indian:U.S.	43	29	72	0.3%												
-	Asian:U.S.	1,895	2,146	4,041	15.2%												
-	Black or African American:U.S.	1,863	1,436	3,299	12.4%												
-	Foreign	287	311	598	2.3%												
-	Hispanic:U.S.	909	728	1,637	6.2%												
-	Unknown:U.S.	768	755	1,523	5.7%												
-	White:U.S.	6,818	8,554	15,372	57.9%												
White:U.S.	-					6,178	8,048	14,226	53.4%	6,074	8,012	14,086	52.1%	6,123	8,052	14,175	51.7%
Black or African American:U.S.	-					1,862	1,464	3,326	12.5%	1,892	1,555	3,447	12.7%	1,921	1,578	3,499	12.8%
Asian:U.S.	-					1,844	2,273	4,117	15.4%	1,932	2,367	4,299	15.9%	1,940	2,512	4,452	16.2%
American Indian or Alaska Native:U.S.	-					17	16	33	0.1%	19	17	36	0.1%	16	20	36	0.1%
Native Hawaiian or Other Pacific Islander:U.S.	-					10	11	21	0.1%	10	11	21	0.1%	9	11	20	0.1%
Hispanic:U.S.	-					1,217	1,118	2,335	8.8%	1,312	1,178	2,490	9.2%	1,317	1,245	2,562	9.3%
Unknown:U.S.	-					397	388	785	2.9%	282	300	582	2.2%	224	242	466	1.7%
Two or More:U.S.	-					499	457	956	3.6%	571	502	1,073	4.0%	556	558	1,114	4.1%
Foreign	-					411	448	859	3.2%	487	535	1,022	3.8%	532	587	1,119	4.1%
Total		12,583	13,959	26,542	100.0%	12,435	14,223	26,658	100.0%	12,579	14,477	27,056	100.0%	12,638	14,805	27,443	100.0%

University of Maryland-College Park

Table 5

Graduate Students		Fall 2009				Fall 2013				Fall 2014				Fall 2015			
		Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
New Categories	Old Categories																
-	American Indian:U.S.	12	13	25	0.2%												
-	Asian:U.S.	424	438	862	8.1%												
-	Black or African American:U.S.	458	325	783	7.4%												
-	Foreign	1,021	1,518	2,539	23.8%												
-	Hispanic:U.S.	182	157	339	3.2%												
-	Unknown:U.S.	295	302	597	5.6%												
-	White:U.S.	2,709	2,799	5,508	51.7%												
White:U.S.	-					2,276	2,436	4,712	44.4%	2,204	2,364	4,568	43.3%	2,207	2,247	4,454	41.6%
Black or African American:U.S.	-					430	348	778	7.3%	425	334	759	7.2%	465	338	803	7.5%
Asian:U.S.	-					370	351	721	6.8%	333	363	696	6.6%	365	339	704	6.6%
American Indian or Alaska Native:U.S.	-					9	5	14	0.1%	9	2	11	0.1%	7	4	11	0.1%
Native Hawaiian or Other Pacific Islander:U.S.	-					3	4	7	0.1%	3	5	8	0.1%	3	3	6	0.1%
Hispanic:U.S.	-					192	203	395	3.7%	215	209	424	4.0%	211	203	414	3.9%
Unknown:U.S.	-					246	264	510	4.8%	277	351	628	6.0%	309	392	701	6.6%
Two or More:U.S.	-					102	81	183	1.7%	98	71	169	1.6%	111	81	192	1.8%
Foreign	-					1,497	1,797	3,294	31.0%	1,437	1,854	3,291	31.2%	1,463	1,949	3,412	31.9%
Total		5,101	5,552	10,653	100.0%	5,125	5,489	10,614	100.0%	5,001	5,553	10,554	100.0%	5,141	5,556	10,697	100.0%

University of Maryland-College Park

Table 6

Faculty

		Fall 2009			
		Male	Female	Total	%
Tenured/On-Track	Race/ Citizenship (old)				
	Amer Indian/Alaska Nat:U.S.	2		2	0.1%
	Asian/Pacific Islander:U.S.	126	51	177	12.0%
	Black/African American:U.S.	35	35	70	4.8%
	Foreign	36	20	56	3.8%
	Hispanic:U.S.	28	21	49	3.3%
	Not Reported:U.S.	30	14	44	3.0%
	White:U.S.	765	309	1,074	73.0%
	Total	1,022	450	1,472	100.0%
		Fall 2009			
		Male	Female	Total	%
Not on Track	Race/ Citizenship				
	Amer Indian/Alaska Nat:U.S.		2	2	0.1%
	Asian/Pacific Islander:U.S.	138	70	208	8.2%
	Black/African American:U.S.	45	74	119	4.7%
	Foreign	309	93	402	15.9%
	Hispanic:U.S.	25	24	49	1.9%
	Not Reported:U.S.	62	55	117	4.6%
	White:U.S.	899	728	1,627	64.5%
Total	1,478	1,046	2,524	100.0%	

University of Maryland-College Park

Table 6

Faculty

		Fall 2013				Fall 2014				Fall 2015			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Tenured/On-Track	Race/Ethnicity (new)												
	Native:U.S.	1		1	0.1%	1		1	0.1%	1		1	0.1%
	Asian:U.S.	144	64	208	14.1%	144	65	209	14.1%	146	66	212	14.5%
	Black or African American:U.S.	33	32	65	4.4%	33	32	65	4.4%	31	29	60	4.1%
	Foreign	36	11	47	3.2%	36	17	53	3.6%	34	14	48	3.3%
	Hispanic:U.S.	31	26	57	3.9%	32	27	59	4.0%	29	27	56	3.8%
	Native Hawaiian or Other Pacific Islander:U.S.		1	1	0.1%		2	2	0.1%		2	2	0.1%
	Two or More:U.S.	5	2	7	0.5%	3	3	6	0.4%	3	5	8	0.5%
	Unknown:U.S.	55	38	93	6.3%	58	42	100	6.8%	58	41	99	6.8%
	White:U.S.	713	285	998	67.6%	708	277	985	66.6%	692	280	972	66.7%
	Total	1,018	459	1,477	100.0%	1,015	465	1,480	100.0%	994	464	1,458	100.0%
Not on Track	Race/Ethnicity (new)												
	Native:U.S.	3	1	4	0.1%	2	1	3	0.1%	2	1	3	0.1%
	Asian:U.S.	170	91	261	9.5%	185	94	279	10.0%	191	95	286	10.0%
	Black or African American:U.S.	44	70	114	4.2%	51	72	123	4.4%	53	90	143	5.0%
	Foreign	285	126	411	15.0%	308	114	422	15.2%	324	137	461	16.2%
	Hispanic:U.S.	49	34	83	3.0%	51	35	86	3.1%	52	41	93	3.3%
	Native Hawaiian or Other Pacific Islander:U.S.	1		1	0.0%	2		2	0.1%	1		1	0.0%
	Two or More:U.S.	9	7	16	0.6%	6	5	11	0.4%	9	9	18	0.6%
	Unknown:U.S.	171	140	311	11.4%	182	146	328	11.8%	178	135	313	11.0%
	White:U.S.	869	670	1,539	56.2%	859	672	1,531	55.0%	880	653	1,533	53.8%
	Total	1,601	1,139	2,740	100.0%	1,646	1,139	2,785	100.0%	1,690	1,161	2,851	100.0%

University of Maryland-College Park

Table 7

STAFF

Staff	Race/Citizenship (old)	Fall 2009			
		Male	Female	Total	%
	Amer Indian/Alaska Nat:U.S.	10	7	17	0.3%
	Asian/Pacific Islander:U.S.	171	232	403	7.9%
	Black/African American:U.S.	566	724	1,290	25.2%
	Foreign	24	34	58	1.1%
	Hispanic:U.S.	126	276	402	7.8%
	Not Reported:U.S.	76	88	164	3.2%
	White:U.S.	1,295	1,500	2,795	54.5%
	Total	2,268	2,861	5,129	100.0%

Staff	Race/Ethnicity (new)	Fall 2013				Fall 2014				Fall 2015			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
	American Indian or Alaska Native:U.S.	8	9	17	0.2%	9	6	15	0.2%	8	5	13	0.2%
	Asian:U.S.	168	233	401	6.1%	181	239	420	6.0%	184	232	416	6.3%
	Black or African American:U.S.	565	722	1,287	15.2%	567	752	1,319	15.3%	556	733	1,289	15.3%
	Foreign	19	44	63	16.0%	16	47	63	16.4%	13	45	58	17.0%
	Hispanic:U.S.	168	325	493	6.3%	176	342	518	6.4%	175	344	519	6.6%
	Native Hawaiian or Other Pacific Islander:U.S.	5	3	8	0.1%	6	5	11	0.1%	5	4	9	0.1%
	Two or More:U.S.	11	31	42	0.7%	15	41	56	0.8%	19	41	60	0.9%
	Unknown:U.S.	167	196	363	9.0%	212	239	451	9.6%	223	205	428	9.2%
	White:U.S.	1,344	1,500	2,844	46.3%	1,327	1,516	2,843	45.1%	1,287	1,436	2,723	44.3%
	Total	2,455	3,063	5,518	100.0%	2,509	3,187	5,696	100.0%	2,470	3,045	5,515	100.0%

excludes grad asst per memo instructions



UNIVERSITY *of* MARYLAND
EASTERN SHORE

2015-2016
INSTITUTIONAL PROGRAM OF
CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

April 25, 2016

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Introduction

The University of Maryland Eastern Shore (UMES) encourages, values and supports cultural diversity and diversity awareness. As stated in our institutional mission statement, “UMES is committed to providing access to highly quality education for students from a multiplicity of backgrounds while emphasizing multicultural diversity and international perspectives”. In accordance with Education §11-406, this institutional report on programs of cultural diversity provides a summary of the University’s Cultural Diversity Plan and provides information and data for achievement of cultural diversity and areas requiring improvement.

Summary of Institutional Plan to Improve Cultural Diversity

The UMES Cultural Diversity Plan includes three major goals for improving cultural diversity. These goals are each supported by sub-goals and key strategies. The plan and progress for achieving the goals are evaluated collaboratively by university leadership through quantitative and qualitative data review. The following are the major goals of the UMES Cultural Diversity Plan:

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.

UMES’ Progress on Cultural Diversity

The University of Maryland Eastern Shore continues to improve its outcomes for achieving defined goals for cultural diversity in the three focal areas: 1. Climate for Living, Learning, and Working; 2. Student Access and Opportunity; and 3. Diverse Faculty and Staff.

GOAL 1: Climate for Living, Learning and Working

The UMES is committed to providing a positive campus culture for students, faculty, staff and administrators. Through its UMES Senate, the university formed a Campus Climate Committee (2013) and with a strong endorsement from President Juliette B. Bell, conducted an organizational climate survey (2014) to determine its progress toward promoting a productive, safe and inclusive campus environment. The survey addressed areas such as communications, management/leadership, staff development and job satisfaction/morale. The results of the survey yielded 11 recommendations to enhance the university environment and revealed the need for improved customer service university-wide.

Table 1: UMES - Cultural Diversity Plan, Implementation Strategy and Timeline for Meeting Goals within Plan

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity						
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
University of Maryland Eastern Shore						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
<i>Y=Yes/N=No</i>	<i>A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report</i>	<i>Cite relevant strategies used for students, faculty, and staff</i>	<i>State specific area institution uses for each targeted population</i>	<i>Y or N (annual/biennial)</i>	<i>Improved Goal # by % or Static</i>	<i>Name specific areas in need of improvement</i>
EXAMPLE	A. 7 Goals 2016-2010 B. Goal 1: Increase diversity of faculty to reflect diversity of campus community	Expanded scope of faculty recruitment initiatives to include resources not previously used such as online publications	Recruitment and retention of a more diverse faculty	Y (biennial)	Improved Goal #1 by 5% over biennium	Cite area and reason for improvement, if needed
Y	A. 3 Goals 2010-2016					
	Goal 1: Climate for Living, Learning and Working	Maintain a campus environment that is inclusive, safe and respectful.	Retention of students, faculty and staff	Y (annual)	Conducted an organizational climate survey resulting in recommendations which are currently being addressed.	
	Goal 2: Student Access and Opportunity					
	2.A. Improve the number of bachelor's degrees earned by non- African American students.	Peer tutors, mentors, advisors and retention coordinators work collaboratively to ensure student success.	Retain and graduate a more diverse undergraduate student population	Y (annual)	Increased of degrees earned has by 55 or 63%	
	2.A.1. Improve the number of new non-African American students who enter UMES as freshmen and transfers.	Hired recruiter to work with Maryland high schools to establish junior MANNRS chapters to provide linkages to UMES to recruit students from underrepresented groups.	Recruitment of diverse undergraduate student population		Increased by 26 students or 11%	
		Increased the number of articulation agreements with community colleges.				
		Participated in college fairs such as the Northern NJ Hispanic Fair, National Hispanic College Fair, Easher Shore Youth Summit and College Fair for foster youth.				
	2.A.2 Enhance the first-year retention rate for non-African American students.	Developed Latino/Hispanic mentoring program entitled, "Latino Students United".	Retention of a diverse student population	Y (annual)	Increased first-year retention rate for non-African American students by 5 percentage points	
	2.B. Improve the number of graduate degrees earned by African American students.	Collaborated with USM graduate schools in Maryland's Promise-AGEP program; improved advising to decrease degree completion and limited number of years that a student may receive a graduate/research assistantship	Retain and graduate a more diverse graduate student population	Y (annual)	Increased graduate degrees earned by African American students 7 percentage points	
	2.B.1 Improve the number of new African American graduate students.	Attended graduate school fair promoted the UMES Graduate School in marketing campaigns and allocated limited funding to graduate programs	Recruitment of diverse graduate student population	Y (annual)	Increased new African American graduate students by 5.1 percentage points	
	Goal 3: Diverse faculty and staff					
	3.A. Improve the number of African American tenured and tenure-track faculty.	Vacant faculty positions are advertised in professional journals/publications that target a diverse audience.	Recruitment and retention of more diverse faculty	Y (annual)	Increased the number of African American tenured or tenure-track faculty by 9 or 19%	
	3.B. Maintain the number of non-African American full-time administrators.	Encouraged professional development and provided opportunities to attend conferences.	Retention of non-African American administrators	Y (annual)	Increased non-African American full-time administrators by 11 to 28, .7	
		Supported promotion efforts within the departments and institution and ensured salaries were competitive with				
	3.C. Improve the number of non-African American staff members.	Continued to recruit using sources that are geared toward a diverse audience of applicants.	Recruitment and retention of more diverse staff	Y (annual)	Increased non-African American staff members by a 3.4 percentage points	
		Ensured committees reviewing applicant resumes are comprised of members meeting gender and race requirements to increase the chance of diversity of applicants being interviewed based on fair review of an applicant materials. Encouraged current staff members to network with friends and family to encourage them to apply for open positions.				

In response, UMES created the Hawkspitality initiative to increase awareness about the university's core values of "integrity, commitment, accountability, respect and excellence (ICARE)" and to improve customer service campus-wide. Members of the UMES campus community can share concerns through email and by placing written concerns in comment lockboxes placed around the campus. The climate committee continues its work by engaging in the process of addressing the recommendations and has implemented the following changes and improvements to date:

- Initiated a review of the Human Resources department
- Hired a social media manager to increase UMES' online presence
- Developed a campus-wide calendar for campus teammates
- Hosted an administrative professionals retreat
- Hosted the "Leading with the Speed of Trust" professional and personal development training
- Enhanced its faculty development component by hiring an Associate Provost to oversee this critical entity

UMES was recently commended for the campus-wide promotion of and commitment to the ICARE core values and the implementation of the Hawkspitality campaign by the Middle States Site Visit Evaluation Team. Collaborative university strategies such as these greatly assist UMES in fostering a positive campus culture and creating an environment conducive to optimal participation of all university stakeholders.

GOAL 2: Student Access and Opportunity

UMES continues to progress in providing access and opportunities for all its students and to retaining and graduating a diverse student population. To that end, UMES' outcomes have improved in the following areas when compared to the baseline year:

141 (25.4%) non-African-American students earned bachelor's degrees from UMES, an increase of 55 students or 63% compared to the baseline data. (Goal 2.A)

262 (26.6%) non-African-American new freshmen and transfer students, an increase of 26 students or 11%, compared to the baseline data. (Goal 2.A.1)

70.1% of non-African American students were retained to the second year, an increase of 5.1 percentage points, compared to the baseline data. (Goal 2.A.2)

54 (39.7%) graduate degrees (including master's and doctoral degrees) were earned by African-American students, an increased by 7 percentage points; however this is a 4.3 percentage point decrease from the previous year. (Goal 2.B)

272 graduate-level (including master's and doctoral) African-American students were enrolled, an increase of 21% compared to the baseline data. (Goal 2.B.1)

GOAL 3: Diverse Faculty and Staff

Recognizing not only the importance of a diverse student population but also the critical role that faculty and staff play in serving as role models for students, the institution is dedicated to hiring and training a diverse workforce. The university has implemented strategies to increase the number of African American tenured and tenure-track faculty members and non-African American staff members and to maintaining the number of university non-African American administrators. Through the successful implementation of strategies such as advertising vacant faculty positions in print and electronic publications which target a diverse audience and establishing faculty mentoring programs, UMES has increased its African American tenured and tenure-track faculty by 19%.

UMES currently employs 28 non-African American full-time administrators, which represents a slight increase of .7 percentage points. The department of Human Resources uses a number of mechanisms to ensure diversity among university administrators including by not limited to: 1. Equipping administrators with tools and training for effective leadership and attaining unit and departmental goals; 2. Ensuring salaries are competitive within the university structure and with peer institutions; and 3. Facilitating an atmosphere of transparency and engagement in decision making for administrators and their staff. UMES has increased its non-African American staff by 3.4 percentage points, representing 25.4% of the university's staff workforce. Human resources takes great strides in certifying that all search committees are gender and racially diverse to ensure equitable and fair recruitment and selection of new UMES team members.

How UMES uses cultural diversity for students, faculty and staff

Recruitment and Retention of Underrepresented Students, Faculty and Staff

UMES uses a variety of strategies and mechanisms to recruit and retain underrepresented students, faculty and staff members. As the number of distinctive, high-demand academic programs increase at the university, UMES continues to attract students, faculty and staff traditionally underrepresented at the university. The Office of Admissions in collaboration with Academic Affairs and the academic schools uses a number of strategies to accomplish this goal. The university has increased its participation in college fairs which target Hispanic and Latino students such as the Northern NJ Hispanic Fair and the National Hispanic College Fair. Other fairs which target foster youth such as the Eastern Shore Youth Summit and College Fair has also been added to the recruitment visitation schedule. UMES has enhanced its dual enrollment partnerships to include Dorchester and Somerset Counties.

The University has engaged in activities collaborative efforts to increase the number of articulation agreements and MOUs with community college partners and added four new agreements. The university anticipates increasing the partnerships to 30 for the next academic year.

The Center for Access and Academic Success (CASS), Student Affairs and Disability Support Services continue to offer services to support students. The Center currently offers a mentoring program for Latino students and supports the Advocate2Educate programs for all incoming students. Programs such as MADE and REACH provide gender specific services to enhance the retention of African American men and women. These programs not only assist with providing a supportive and engaging environment for new and transfers students but also work closely with students to enhance their academic performance to close the academic achievement gap.

The University advertises in a wide range of media outlets to attract, recruit and hire a diverse faculty and staff and advertises in national and local print and electronic publications. Other strategies include targeting organizations such as NASPA, leveraging faculty and staff networks to recruit and retain new team members and support new and junior faculty through mentoring initiatives.

UMES retains faculty and staff by offering competitive compensation and benefits consistent with other peer institutions and offers campus recognition programs and training opportunities to demonstrate its appreciation to faculty and staff and ensure that employees keep pace with changing knowledge, skills and practices.

Table 2: UMES - Description of the Way Institution Addresses Cultural Diversity among its Students, Faculty and Staff

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
University of Maryland Eastern Shore				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<i>State the recruitment and/or retention initiative and indicate for whom it applies</i>	<i>State the initiatives used to create interactions and awareness for students, faculty, and staff</i>	<i>State what type of instruction and training is used for students, faculty, and staff</i>	<i>List in hierarchical order all diversity structures used within and across the institution</i>	<i>State the targeted programs and services and indicate for whom each is targeted</i>
<p>Initiative: Participation in Northern NJ Hispanic Fair, National Hispanic College Fair, Eastern Shore Youth Summit and College Fair for foster youth.</p> <p>Applies to: Students</p>	<p>Infusion of cultural themes into instruction. To date, the more than 40 general education and discipline- related courses have provided students with opportunities to learn about and develop an appreciation for cultural diversity, diverse cultures and international perspectives.</p>	<p>Safe Zone Training provided by the Counseling Center and the Office of Residence Life to train staff members on issue concerning the LBGT-Q community.</p>	<p>Title IX coordinator and Acting Equity and Compliance Officer</p>	<p>Targeted program/service: Latino Student United is designed to provide increased mentoring and support.</p> <p>Target: Latino students</p>
<p>Initiative: The division of Student Affairs encourages participation in the NASPA organization to increase diversity among student affairs professionals.</p> <p>Applies to: Staff</p>	<p>Programming and events to celebrate diverse cultures such as Black History month, Hispanic Heritage month, Women's History month, World Aids Day, National Day of Silence and the International Festival.</p>	<p>Human Resources provides training on topics such as conflict resolution, civility and effective leadership for staff and supervisors.</p>		<p>Targeted program/service: Men Achieving Dreams through Education (MADE) retention initiative to increase the number of African American male graduates.</p> <p>Target: African American Male students</p>
<p>Initiative: The School of Pharmacy and Health Professions participates in college and career fairs, open house events, develops articulation agreements and uses technology to recruit students from diverse backgrounds.</p> <p>Applies to: Students</p>	<p>Various academic departments host international scholars, performers, artists, researchers and guest lecturers.</p>	<p>Academic Affairs provides workshops on topics such as Classroom Management to assistant faculty and staff with working with diverse students and to gain a better understanding of cultural and generational differences.</p>		<p>Targeted program/service: ESL tutoring</p> <p>Target: Students who are non-native English Speakers</p>
<p>Initiative: The School of Pharmacy and Health Professions leverages relationships of current faculty and staff to recruit new faculty and staff in the region and nation.</p> <p>Applies to: Faculty; Staff</p>				<p>Targeted program/service: Advocate2Educate retention initiative to foster increased advocacy and mentoring and to provide each student with a sense of belonging.</p> <p>Target: All incoming first year and transfer students</p>
<p>Initiative: A faculty mentoring program in the School of the Arts and Professions is being established to facilitate the transition and support of new and junior faculty.</p> <p>Applies to: Faculty</p>				<p>Targeted program/service: REACH (Responsible Educated Action-Oriented Civically engaged Hawks4Life</p> <p>Target: African American female students</p>
<p>Initiative: The division of Academic Affairs develops articulation agreements with community colleges to provide a seamless transfer for students seeking a bachelor's degree and to increase the diversity of the student population.</p> <p>Applies to: Students</p>				<p>Targeted program/service: Disability Support Services</p> <p>Target: Students with self-reported physical, mental or intellectual disabilities</p>
<p>Initiative: The department of Human Resources advertises positions in publications that attracts a diverse audience.</p> <p>Applies to: Faculty; Staff</p>				<p>Targeted program/service: Center for International Education</p> <p>Target: International students, International scholars, All UMES students</p>
<p>Initiative: UMES provides professional development opportunities and training to faculty and staff to ensure all employees are equipped with tools to be effective in his/her job responsibility.</p> <p>Applies to: Faculty; Staff</p>				

Efforts to Create Positive Interactions and Awareness

Cultural Diversity Instruction and Training of Students, Faculty Staff

The university offers programming and hosts events which celebrate diversity such as its annual International Festival, World Aids Day, National Day of Silence and national and state ethnic heritage recognitions such as Black History month, Hispanic Heritage month and Irish American Heritage month.

The university provides cultural sensitivity training such as Safe Zone Training. Human Resources provides various training workshops on topics such as conflict resolution, workplace civility and effective leadership strategies. Other training opportunities are provided by faculty and staff through Academic Affairs such as classroom management training and understanding students through advocacy and mentoring.

Curricular Initiatives

UMES promotes cultural diversity and awareness among its students, faculty and staff through the incorporation of cultural themes and perspectives into the curriculum. More than 40 courses in the general education program and in the discipline related programs afford students with classroom and experiential opportunities to learn about diverse cultures. These curricular offerings provide students with an enriched academic experience and increases the student's cultural competence required in a competitive workforce. UMES hosts professional development workshops for current and future educators that includes sessions on working with diversity in the classroom. The university is currently creating more opportunities to study abroad by partnering with agency and other universities to host study abroad experiences. Recently UMES students have traveled to China and Costa Rica. Cultural diversity training is also promoted in clinical experiences. Student interns are expected to provide work samples that demonstrate their understanding diversity.

Co- Curricular Initiatives

Cultural awareness enhancement is provided through co-curricular experiences such as guest lectures, artistic performances and other experiential learning opportunities. The Office of Campus Life is the home to over 60 student organizations that range from social awareness, cultural education and academic interests. The monthly program slate is developed by consciously focusing on "awareness days and months" that is included but not limited to the National Day of Silence, World AIDS Day, Veteran's Day, Black History Month, Latino Heritage Month and Women's History Month. Students participate in service learning programming to foster the promotion of cultural awareness such as building accessibility ramps, working a local food banks and participating in alternative Spring break activities in New Orleans, LA.

Academic departments host lecture series, visiting scholars, cultural activities, exhibitions and discipline related awareness events such as "Speed of Light Day", lecture series for academic schools Arts and Professions, Business and Technology and Agricultural and Natural Sciences. The School of Pharmacy and Health Professions hosts an annual Health and Wellness Fair. Students may also attend field trips to museums, cultural centers and artistic performances.

Table 3: UMES – Efforts to Create Positive Interactions and Awareness among Students, Faculty and Staff

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
<i>Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff</i>		
<i>University of Maryland Eastern Shore</i>		
<i>A</i>	<i>B</i>	<i>C</i>
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
<i>State the nature and type of instruction and training for students, faculty, and staff</i>	<i>State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution</i>	<i>List institution-wide (IW) and targeted (T) co-curricular programs for students</i>
Safe Zone Training provided by Counseling Center and the Office of Residence Life to train staff members on issue concerning the LGBT-Q community.	Study abroad is offered to students to increase cultural diversity and faculty incorporate cultural diversity into their courses through discussions, examples, and case studies.	The Office of Campus Life provides programming which consciously focuses on awareness days and months. These include: National Day of Silence, World Aid Day, Veteran's Day, Black History Month, Latino Heritage Month, and Women History Month. Additionally, UMES is home to over 60 student organizations that range from social awareness, cultural education and academic interests.
Human Resources provides training on topics such as anger management, conflict resolution, workplace civility, sexual harassment and misconduct and effective leadership strategies for staff and supervisors.	There has been an increase in the number of courses focused on African American culture. African American Literature has been split into two courses; thus, allowing for greater breadth and depth of study. Additionally, two elective courses that focus on African American culture are offered: African American Cinema and African American Theater.	The Office of University Engagement & Lifelong Learning organizes programming and service learning opportunities so students can engage in the community all while developing leadership skills. Some activities students have participated in t academic year include building accessibility ramps, mentoring and tutoring elementary school students at a local community center, working with the local food bank in providing Thanksgiving baskets to needy families in Somerset and Wicomico Counties and participating in an alternative spring break activity in New Orleans, Louisiana.
Academic Affairs provides workshops on topics such as Classroom Management and the promotion of engagement and advocacy (Time for TEA) to assistant faculty and staff with working with diverse students and gain a better understanding of cultural and generational differences.	Clinical experiences are carefully selected to provide diverse setting for all teacher candidates. Interns are expected to provide work samples and portfolios that demonstrate a deeper understanding of their students and the content they teach including application of their understanding of diversity.	The Department of Natural Sciences celebrates "National Chemistry Week" and "Mole Day" (in October), "Speed of Light Day" and "Pi Day" in March and sponsor fun events that provide students information about important scientific concepts and important minority scientists. These events bring a cross-section of students together for a variety of activities.
New graduate students participate in orientation sessions which include diversity training and cultural sensitivity.	Several courses in Special Education focus on understanding characteristics of students with disabilities and also the interaction between class race and treatment of special needs individuals. Students learn specific strategies to meet the learning needs of this population.	Students in the Department of Natural Science senior seminar course are responsible for updating bulletin boards which feature rotating displays for Native American Heritage Month, Hispanic Heritage Month, Black History Month and Women's History Month.
	The Counselor Education graduate program infuses cultural diversity in all of its courses. There are two courses in particular that focus on diversity issues, CNED 645 Cross-cultural Perspectives in Counseling and CNED 655 Social Diversity Counseling. CNED 645 addresses issues regarding race, culture and ethnicity. CNED 655 addresses issues around gender, sexual orientation, ability, SES, religion, and age. These two classes involve experiential learning to examine bias awareness and activities that require participation in the community for observation and engagement.	The SAP Lecture Series Committee coordinates a school-wide activity designed provide a collegial and intellectual forum for students, faculty, and community.
		In the visual and performing arts, students and faculty organize exhibitions for public viewing. Music faculty and students display their talents through various concerts and public performances.
		Field trips to organizations, museums and other establishments are organized for students to support co-curricular activities and augment classroom learning experience.

UMES Process for Reporting Campus-Based Hate Crimes

Table 4: UMES – Institution has Process for Reporting Campus-Based Hate Crimes

<i>2015-16 USM Annual Report on Institutional Programs of Cultural Diversity</i>	
<i>Institution has a Process for Reporting Campus-Based Hate Crimes</i>	
<i>University of Maryland Eastern Shore</i>	
Yes, UMES has a process for reporting campus- based hate crimes. The university has not experienced campus-based hate crimes for the past 3 years.	

UMES uses its Jeanne Clery Act Compliance Reporting Policy for reporting campus-based hate crimes. A university police/compliance coordinator ensures that the policy is adhered to and that an annual disclosure/report is made available to the campus community and the public. The University of Maryland Eastern Shore experienced no campus hate-based crimes or biased motivated incidents for 2015.

In accordance with the requirements of the Jeanne Clery Act, the University of Maryland Eastern Shore Police Department shall:

1. Maintain a daily **crime log** of all crimes reported. This log will be available for public inspection, in a timely manner, upon request.
2. Compile and disclose statistics of reports on the types of Clery Crimes reported for the University’s campus, the immediately adjacent public areas and public areas running through the campus, remote classroom facilities and certain non-campus facilities.
3. Collect reports of Clery Crimes made to the University Police Department, local law enforcement, University officials and others associated with the University who have significant responsibility for student and campus activities.
4. Create and publish an annual report to the Department of Education disclosing statistics of Clery Crimes reported over the past three (3) years, as well as University policies and procedures addressing campus security and safety.
5. Annually disclose/provide access to the campus community and the public, the Annual Security Report, which provides:
 - Crime data (by type);
 - Fire incident data;
 - Security policies and procedures in place to protect the community; and
 - Information on the handling of threats, emergencies and dangerous situations.

Conclusion

The Cultural Diversity Plan for the University of Maryland Eastern Shore (UMES) focuses on three main goals: 1) ***Climate for Living, Learning and Working***; 2) ***Student Access and Opportunity***, and 3) ***Diverse Faculty and Staff***. The University continues to achieve its goals for cultural diversity and is committed to providing cultural diversity training and awareness opportunities for students, faculty and staff. As the university expands and become more diverse, it will continue to use successful strategies to educate the campus community about cultural diversity, provide training opportunities to students, faculty and staff and to value and appreciate the enriching experiences which result from a diverse community of stakeholders.

UNIVERSITY OF MARYLAND EASTERN SHORE
Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2009-2010 thru 2015-2016

Table 5: UMES Student Enrollment* Fall 2009-Fall 2015 by Race/Ethnicity

Race /Ethnicity	2009-2010				2013-2014				2014-2015				2015-2016			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,439	80.6%	1,331	2,108	2,831	69.7%	1,186	1,645	2,860	68.9%	1,225	1,635	3,026	70.2%	1,308	1,718
American Indian or Alaskan Native	8	0.2%	5	3	4	0.1%	3	1	7	0.2%	4	3	7	0.2%	6	1
Asian	63	1.5%	31	32	75	1.8%	45	30	66	1.6%	37	29	67	1.6%	35	32
Hispanic/Latino	63	1.5%	26	37	87	2.1%	36	51	85	2.0%	40	45	115	2.7%	53	62
White	591	13.9%	270	321	635	15.6%	307	328	620	14.9%	293	327	597	13.8%	294	303
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	3	0.1%	0	3	2	0.0%	0	2	2	0.0%	0	2
Two or More Races	NA	NA	NA	NA	370	9.1%	148	222	461	11.1%	197	264	454	10.5%	193	261
Did Not Self-Identify	102	2.4%	39	63	56	1.4%	29	27	50	1.2%	21	29	43	1.0%	20	23
Total	4,266	100.0%	1,702	2,564	4,061	100%	1,754	2,307	4,151	100.0%	1,817	2,334	4,311	100.0%	1,909	2,402

*Foreign students are not included

Table 6: UMES Faculty* Fall 2009-Fall 2015 by Race/Ethnicity

Race /Ethnicity	2009-2010				2013-2014				2014-2015				2015-2016			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	120	39.7%	60	60	132	37.0%	67	65	130	36.6%	68	62	134	38.7%	67	67
American Indian or Alaskan Native	2	0.7%	1	1	5	1.4%	2	3	4	1.1%	2	2	1	0.3%	1	0
Asian	22	7.3%	13	9	36	10.1%	23	13	36	10.1%	22	14	40	11.6%	24	16
Hispanic/Latino	7	2.3%	4	3	8	2.2%	4	4	10	2.8%	6	4	9	2.6%	5	4
White	148	49.0%	82	66	168	47.1%	90	78	166	46.8%	84	82	155	44.8%	78	77
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0%	0	0	1	0.2%	1	0	1	0.3%	1	0
Two or More Races	NA	NA	NA	NA	5	1.4%	2	3	5	1.4%	3	2	4	1.2%	2	2
Did Not Self-Identify	3	1.0%	0	3	3	0.8%	2	1	3	0.8%	2	1	2	0.6%	1	1
Total	302	100.0%	160	142	357	100%	190	167	355	100.0%	188	167	346	100.0%	179	167

*Foreign faculty is not included

Table 7: UMES Staff* Profile Fall 2009-Fall 2015 by Race/Ethnicity

Race /Ethnicity	2009-2010				2013-2014				2014-2015				2015-2016			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	400	74.3%	158	242	423	75.9%	189	234	400	74.6%	175	225	403	74.8%	183	220
American Indian or Alaskan Native	3	0.6%	0	3	3	0.5%	0	3	3	0.6%	1	2	3	0.6%	1	2
Asian	4	0.7%	1	3	9	1.6%	4	5	9	1.7%	4	5	8	1.5%	4	4
Hispanic/Latino	7	1.3%	3	4	11	2.0%	8	3	12	2.2%	6	6	11	2.0%	7	4
White	119	22.1%	69	50	105	18.9%	58	47	104	19.4%	55	49	108	20.0%	59	49
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0%	0	0	0	0%	0	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	4	0.7%	2	2	4	0.7%	2	2	4	0.7%	2	2
Did Not Self-Identify	5	0.9%	3	2	2	0.4%	2	0	4	0.7%	4	0	2	0.4%	2	0
Total	538	100.0%	234	304	557	100%	263	294	536	100%	247	289	539	100.0%	258	281

*Foreign staff and Graduate Teaching/Research Assistants are not included

FY 2015 - 2016 Annual Progress Report

On

Programs of Cultural Diversity

April 25, 2016

April 25, 2016

Dr. John Wolfe
Associate Vice Chancellor for Academic Affairs
Diversity and Academic Leadership Development
Academic Affairs
University Systems of Maryland
3300 Metzert Road
Adelphi, MD 20783-1690

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY 2015-2016 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Blair H. Hayes". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Blair H. Hayes
Ombudsman, Vice President and Chief Diversity Officer

University of Maryland University College
FY2015-FY2016 Annual Progress Report
On
Programs of Cultural Diversity

25 April 2016

Summary of Institutional Plan Progress

Status of Implementation Efforts and Demographic Data on Student, Faculty, and Staff

The Institutional Diversity Plan for UMUC was developed to provide a framework for improving, maintaining, and influencing a culture that fosters diversity for staff, faculty, and students. 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 Diversity and Equity Office provide the platform for diversity and inclusion to continue to spread throughout the University. The UMUC Core Values will continue to guide our decisions and behaviors to manage our self, our teams, and our organization.

Progress on Meeting Goals as Stated in Plan

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 restructuring 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 Chief Diversity Officer continue to chart the direction of the office.

The Offices of Human Resources, Institutional Effectiveness, and Diversity and Equity 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.

Over the past year, the Diversity and Equity Office has continued to deliver Diversity Awareness Training Programs throughout the University. The Diversity and Equity Office, along with the Office of Human Resources, tracks participation to ensure that staff and faculty are continuously being educated on diversity and inclusion.

The Office of Diversity and Equity 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.

The Diversity and Equity Office is comprised of the Fair Practices and Compliance Team, the Accessibility Services Office (Formerly Disability Services), the Multicultural Training and Programming Unit, and the ADA Compliance Office. This structure allows the office to maintain programs that strengthen current diversity initiatives and plan strategically for future offerings.

Table 1 2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
University of Maryland University College						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
<i>Y=Yes/N=No</i>	<i>A. Cite # of goals (inclusive year(s)) B. Cite goals that are the focus of this report</i>	<i>Cite relevant strategies used for students, faculty, and staff</i>	<i>State specific area institution uses for each targeted population</i>	<i>Y or N (annual/biennial)</i>	<i>Improved Goal # by % or Static</i>	<i>Name specific areas in need of improvement</i>
EXAMPLE	A. 7 Goals 2016-2010 B. Goal 1: Increase diversity of faculty to reflect diversity of campus community	Expanded scope of faculty recruitment initiatives to include resources not previously used such as online publications	Recruitment and retention of a more diverse faculty	Y (biennial)	Improved Goal #1 by 5% over biennium	Cite area and reason for improvement, if needed
Y	A. 5 Goals 2016-2010 B. Goal 1: Increase numeric representation of underrepresented groups	Have expanded the use of external marketing to reach previously under-represented populations. We have included job posts in more magazines, periodicals, and online job sites to increase the diversity of the applicant pool.	Increase diversity of staff, students, and faculty	Y (annual)	The representation of African-American faculty has increased by 9%. The representation of African-American staff has increased by 3%.	
Y	Goal 2: Create cultural awareness building opportunities	The multicultural training unit has added an Assistant Director to ensure that regular training, and diversity events could be offered for staff, faculty, and students. Additionally an online database has been built to ensure that individuals outside of the DC Metro area can view lectures and diversity events that take place locally.	Provide an avenue for all members of the UMUC Community to increase awareness of diversity and cultural differences	Y (annual)	This effort has expanded into a once or twice a month event to promote diversity awareness	
Y	Goal 3: Offer diversity courses to students	UMUC continues to offer diversity courses as part of the Social Science curriculum to ensure that students are equipped with the appropriate understanding of diversity when they enter the workforce	Include diversity and inclusion as part of the undergraduate curriculum	Y (annual)	Static	
Y	Goal 4: Offer regular training and programs to staff and faculty	Currently monthly heritage and cultural events are offered to staff, faculty, and students. Lunch is served and experts are brought in from across the country to share their expertise with the UMUC Community.	Provide workshops and online modules to continuously build diversity competencies and skills of UMUC staff and faculty	Y (annual)	The diversity training program has expanded to six face-to-face workshops and five online modules	
Y	Goal 5: Maintain formal institutional diversity communication and marketing plan	The communication and marketing plan has been maintained to ensure that the diversity message is appropriately shared throughout the UMUC community. Additionally, the Marketing Team works to ensure that the representation of under-represented individuals is appropriately included on internal and external materials by including the Diversity and Equity Office in reviews	Increase awareness of diversity and inclusion goals and objectives through online, print, and social media	Y (annual)	Static	
Legend						
Y = Yes						
N = No						

Addressing Cultural Diversity

Over the past year, the Diversity and Equity Office 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

Over the past fiscal year, training modules have been shared with staff, faculty, and students to build awareness and understanding of Title IX, unlawful harassment, and the SaVE Act.

Training Module	# of Participants
Preventing Discrimination and Sexual Violence: Title IX and SaVE Act for Faculty and Staff	594
The Clery Act and Campus Security Authorities	362
Unlawful Harassment Prevention for Higher Education Faculty	580

The Human Resources Office has also launched a new program to promote a culture of sensitivity and respect for all employees, entitled “Civil Treatment for Employees”. This training is currently being delivered to all new UMUC employees and will soon be scheduled for all current UMUC staff and faculty. Additionally, the Diversity and Equity Office visits all New Hire Orientations to introduce the office and tell individuals how they can participate in diversity events and training programs. Over the past year **180** new hires have participated in the diversity sessions for new hires

Recruitment of Staff and Faculty

The Offices of Human Resources and Diversity and Equity 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 (upon request) 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.

Career Services

In 2014, a new Career Services Unit was launched within UMUC. This unit was designed to provide students with opportunities to gain mentoring, internships, and volunteer positions within professional settings. Historically, UMUC students have been identified as working adults looking to further their careers, however UMUC students have shared that they are also students looking for new careers or alternate career paths. Additionally, UMUC Students are often current or former military and the Career Services Unit is able to assist these students with securing positions for their next careers.

Through job fairs with local corporations and government agencies, students from all backgrounds are afforded an opportunity to interview and present themselves to employers who can help to further their career aspirations. These job fairs occur on UMUC campuses, however UMUC recruiters regularly attend conferences and job fairs to reach out to individuals from under-represented populations who may be looking for employment with UMUC.

Table 2				
2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
University of Maryland University College				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
<i>State the recruitment and/or retention initiative and indicate for whom it applies</i>	<i>State the initiatives used to create interactions and awareness for students, faculty, and staff</i>	<i>State what type of instruction and training is used for students, faculty, and staff</i>	<i>List in hierarchical order all diversity structures used within and across the institution</i>	<i>State the targeted programs and services indicate for whom each is targeted</i>
1) Diversity linked job postings	1) All postings include references and information related to UMUC's EEO policy and Diversity and Equity Office		1) Includes Diversity and Equity Office, Human Resources, and the Marketing Office	1) Diversity Linked Job Postings are posted in Indeed.com, Simply Hired, and Ad hoc postings
2) Sourcing	2) Job postings are posted through a variety of publications, periodicals, and online sites to ensure that postings are presented to a diverse population of potential candidates.	2) Sample questions are provided (upon request) to interviewers that indicate what appropriate interview questions are pertaining to demographic questions Additionally, as a core value, diversity is included in behavioral interview questions for leadership, management, and staff hiring.	2) Human Resources	2) Sourcing, LinkedIn, and Washington Post
3) Veteran Hiring Plans	3) Ensures that veterans have the resources and support they need as they transition to the workforce. The student population is heavily comprised of both current and former military and this prepares them for a smooth transition to the workforce.	3) The Multicultural Training Unit offers a workshop to assist with making the transition from the military to the higher education workforce	3) Includes Human Resources, Veterans Advising, and the Veterans Resource Center	3) Veteran Hiring Plans Relationship with UMUC Military Partnerships Operation Hiring Maryland Operation Impact - Network of Champions Safe Harbour Wounded Warriors Veterans Economic Communities Initiative AmVets Recruit Military Career Fair (Nov 5th - DC) Military Times Print Ad
4) Career Fairs - Accessibility Services		4) Counseling and information is made available for all students who may require short- or long-term accommodations. Representatives from the Accessibility Services Unit are present during each event.	4) Includes Accessibility Services Unit, Human Resources, Career Services, and the UMUC Alumni Association	4) Career Fair - Accessibility Services
Legend				
Y = Yes				
N = No				

Creating Positive Interactions and Cultural Awareness throughout the UMUC Community

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 2015, UMUC sponsored four 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 36 paddlers (UMUC staff, students, alumni, and friends) competed in races in Washington, DC, Cape May, Jersey, and Philadelphia, PA. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 20 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. Additionally, in 2015, the University sponsored the UMUC Cycling Dragons, which was comprised of 31 members of the UMUC Community.

Over the course of the past year, the Diversity and Equity Office 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 2015- Martin Luther King Day: “Dreams for Global Peace and Social Justice” (Lecture by Professor Carmen Gillespie from Bucknell University)
- February 2015- African American Heritage Month: “Celebrating A Century of Black Life, History, and Culture” (Documentary- *The Black List*)
- March 2015- Women’s History Month: “Forging Frontiers: Women Leaders in STEM” (Performance and Lecture by Kate Campbell Stevenson)
- March 2015- Irish American Heritage Month (Documentary- *The Irish at Gettysburg*)
- April 2015- Earth Day: “UMUC Achieving Sustainability” (Lecture by Cora Lee-Gilbert and Sean Williamson from UMUC)
- May 2015- Older Americans Month: “Alzheimer’s and Dementia” (Lecture by Ron Hendler Public Health Policy Expert)
- June 2015 – LGBT Pride Month: “Promoting Inclusion Without Exception” (Lecture by Keith Thirion from Equality Maryland)
- September 2015- Hispanic Heritage Month (Lecture and Performance by Adrian Valdivia from DC Casineros)
- October 2015- Disability Employment Awareness Month: “My Disability is One Part of Who I Am” (Lecture by Emily Hanna from American Association for People with Disabilities)
- November 2015- Native American Heritage Month (Performance by Daniel Tramper Cherokee Hoop Dancer)
- December 2015- Universal Human Rights Awareness Month (Lecture by Fariha Alam from UNICEF)

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. Additionally, the Undergraduate School, offers a minor in Diversity Awareness for all interested students. The diversity courses include:

Courses	# of Participants
BEHS 220 - Diversity Awareness	684
BEHS 320 - Disability Studies	254
BEHS 453 - Domestic Violence	505

Table 3		
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff		
University of Maryland University College		
A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
<i>State the nature and type of instruction and training for students, faculty, and staff</i>	<i>State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution</i>	<i>List institution-wide (IW) and targeted (T) co-curricular programs for students</i>
1) Diversity Awareness Minor	1) The minor is offered as part of the behavioral sciences curriculum offered by the undergraduate school. Students learn about diversity in the community, corporate structure, and its impact on their day-to-day lives.	1) Diversity Awareness Minor Courses (T) Anthropology of Language and Communication Diversity Awareness Disability Studies Gender and Aging Culture and Aging Psychology of Gender Cross-Cultural Psychology Adulthood and Aging The Sociology of Gender Race and Ethnicity: A Global Perspective Sociology of Religion Intercultural Communications
2) Multicultural Training and Programming for Staff and Faculty	2)	2) Multicultural Training Programs (IW) Interpersonal Communication - Communicating across Differences Managing a Diverse Workforce - Supervisory Training Working in a Multi-National Environment - Employee Training Cultural Sensitivity Understanding EEO Policies
3) Title IX and Sexual Violence Prevention	3) All students are offered the online Title IX and sexual violence prevention module in order to ensure that they are equipped with the tools, knowledge, and resources to understand how to manage potentially harmful and illegal situations that may present themselves	3) Title IX and Sexual Violence Prevention (IW) and (T) Preventing Discrimination and Sexual Violence - Faculty and Staff Preventing Discrimination and Sexual Violence - Students The Clery Act and Campus Security Unlawful Harassment Prevention for Higher Education (Faculty) Unlawful Harassment Prevention for Higher Education (Staff)
4) Monthly Heritage Month Events	4)	4) Heritage Month Events (IW) and (T) Martin Luther King, Jr. Day: Dreams for Global Peace and Social Justice African-American Heritage Month: "Celebrating a Century of Black Life, History, and Culture" Women's History Month: Forging Frontiers: Women Leaders in STEM Earth Day: UMUC Achieving Sustainability Older Americans Month: Alzheimers and Dementia LGBT Pride Month: Promoting Inclusion without Exception Hispanic Heritage Month Lecture and Performance Disability Employment Awareness Month: "My Disability is One Part of Native American Heritage Month: Cherokee Hoop Dancer performance Universal Human Rights Awareness Month
Legend		
Y = Yes		
N = No		

Reporting Campus-based Hate Crimes

Over the course of the past year, there have been no reported incidents of hate crimes or bias-motivated incidents 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. All members of the UMUC Community can contact the

Ombuds Office to have confidential discussions regarding any concerns that they have or can work directly with the Fair Practice Officer. Further, the Response Emergency Assessment Crisis Team (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 comprised of leadership throughout the University including the President’s Office, Office of Human Resources, the Diversity and Equity Office, Office of Student Affairs, Legal Affairs Office, the Accessibility Services Unit, and the Provost’s Office.

Table 4	
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity	
<i>Institution has a Process for Reporting Campus-Based Hate Crimes</i>	
University of Maryland University College	
Yes	
There are several places and resources in place to ensure that staff, faculty, and students can report any campus-based	
1) The Response Emergency Assessment Crisis Team (REACT) is available to report any incidents on campus that are threat to the safety or mental health of staff, faculty, and students	
2) The Ombuds Office	
3) Fair Practices Office	
4) UMUC Security	
Over the past year, we have not received any reports of campus-based hate crimes.	
Legend	
Y = Yes	
N = No	

II. Demographic Data

Students

As shown in Table 5 below, the total number of students enrolled at UMUC locations in Maryland increased by 2342 from Fall 2014 to Fall 2015. The ratio of historically under-represented demographic groups remained unchanged over the past year. African-American/ Black students remained at 30% and Hispanic/Latino students remained at 10% in the Fall of 2015.

UMUC’s student population was 52% male and 48% female in Fall 2015, which is consistent with the gender proportions in Fall 2014. The African-American subpopulation is 55% female and 45% male, while the White student subpopulation is 43% female and 57% male.

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	12397	33	4438	7959	12933	33	5254	7679	14477	30	6250	8227	15079	30	6716	8363

American Indian or Alaska Native	206	1	75	131	162	0	76	86	218	0	114	104	234	0	117	117
Asian	1857	5	932	925	1999	5	1117	882	2487	5	1392	1095	2599	5	1455	1144
Hispanic/Latino	2038	5	985	1053	3327	8	1761	1566	4712	10	2578	2134	5301	10	2969	2332
White	14125	38	7234	6891	15946	40	8984	6962	19519	41	11270	8249	20084	40	11539	8545
Native American or other Pacific Islander					185	0	92	93	303	1	154	149	361	1	182	179
Two or more races					1152	3	511	641	1659	3	750	909	1880	4	843	1037
Did not self identify	6724	18	2777	3947	3853	10	1749	2104	4531	9	2160	2371	4710	9	2250	2460
Total	37347		16441	20906	39557		19544	20013	47906		24668	23238	50248		26071	24177

Faculty

Table 6 depicts the ethnicity and gender demographics for UMUC faculty as of Fall 2015. The largest group (67% in Fall 2015) 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 17% as of fall 2015. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 11% of the total faculty representation.

Males comprise 55% of the faculty and females 45% as of Fall 2015.

TABLE 6: Separate Comparison Table for Faculty

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	159	8	86	73	419	16	217	202	412	16	212	200	478	17	245	233
American Indian or Alaska Native	12	1	8	4	20	1	13	7	21	1	14	7	19	1	1413	6
Asian	71	4	57	14	196	8	138	58	207	8	132	75	205	7	124	81
Hispanic/Latino	27	1	16	11	67	3	43	24	71	3	45	26	89	3	55	34
White	827	42	498	329	1786	69	1017	769	1773	68	998	775	1891	67	1049	842
Native American or other Pacific Islander					1	0	1		1	0	1		1	0	1	
Two or more races					12	1	8	4	12	1	8	4	20	1	14	6
Did not self identify	862	44	484	378	106	4	58	48	102	4	51	51	108	4	55	53
Total	1958		1149	809	2607		1495	1112	2599		1461	1138	2811		1556	1255

Staff

As shown in Table 7 below, the total number of staff employed at UMUC Stateside locations increased by 5% in 2015 compared to 2014, to 1146 from 1090. The proportions of African-American/Black staff decreased slightly to 29% in Fall 2015 from 31% in Fall 2014. The number of Hispanic/Latino staff increased slightly by 1% to 52 from 40 in Fall 2015. The number of White staff decreased slightly by 3% to 474 from 483 in Fall 2015. There was also a slight increase in staff that ‘Did Not Self-Identify’ by 3% to 186 in Fall 2015 from

140 in Fall 2014. Overall, the proportion of female staff remains unchanged over the past year.

TABLE 7: Separate Comparison Table for Staff

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	255	26	63	192	387	33	107	280	334	31	87	247	335	29	95	240
American Indian or Alaska Native	3	0	2	1	4	0	2	2	4	0	2	2	4	0	2	2
Asian	71	7	28	43	78	7	32	46	68	6	27	41	67	6	26	41
Hispanic/Latino	27	3	8	19	36	3	12	24	40	4	16	24	52	5	19	33
White	376	39	132	244	532	46	194	338	483	44	168	315	474	41	161	313
Native American or other Pacific Islander					1	0		1	1	0		1	1	0		1
Two or more races					16	1	5	11	20	2	6	14	27	2	7	20
Did not self identify	244	25	90	154	103	9	33	70	140	12	49	91	186	16	69	117
Total	976		323	653	1157		385	772	1090		355	735	1146		379	767

CONCLUSIONS

The Diversity and Equity Office has continued to set the tone for diversity and inclusion as we work to ensure that there is a positive climate for diversity throughout the University. All of the units that comprise the Diversity and Equity Office make the University a better place for individuals from all backgrounds, perspectives, and experiences. The commitment to diversity at UMUC has never been more apparent as individuals from the President, the Executive Committee, the President’s Cabinet, along with staff, faculty, and students across the globe are engaged in spreading the diversity message. Additionally, the collaboration between the Diversity and Executive Office and other departments (e.g. Human Resources, Legal Affairs, etc.) ensures that diversity milestones, landmarks, and goals are included in programs across the University. Every day the core value of ‘Diversity’ is part of the UMUC culture and every individual that joins UMUC learns about how important this is to our continued growth and success.



Cultural Diversity Report

Submitted to:
Maryland Higher Education Commission

September 2016

INTRODUCTION

By action of the Maryland Legislature, Morgan State University has been designated as *Maryland's Public Urban University*, with the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore Metropolitan Area. The University is located in a residential area of northeast Baltimore, a city with a population of 620,961. Demographics for Baltimore City include the following: 63% of the residents are African American; 28.0% are White; 4.2% are Hispanic, 2.3% are Asian, and 2.1% are two or more races, 0.4% are Native American or Native Hawaiian. 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 6) 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

<i>Major Areas</i>	<i>Goals</i>	<i>Measure/Benchmark</i>	<i>Responsibility</i>
Students	Undergraduate (UG): Goals 3-5 Graduate (GD): Goals 14-17 Non-Traditional (NT): Goals 18-21	Number of UG-students (All) Number of GD-students (All) Number of NT-students (All)	<ul style="list-style-type: none"> • Institutional Research • Admissions • Registrar’s Office • Deans • Office of Student Disability Support Services • 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)	<ul style="list-style-type: none"> • Institutional Research • Human Resources • Dept. & Program Offices • Academic Affairs-Faculty Affairs, Faculty Development • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Institutional Research • Financial Aid Office
Disability	Students with Disabilities: Goals 9-13	Professional development initiatives Workshops, Seminars Academic Support Lab Feedback Surveys	<ul style="list-style-type: none"> • Student Disability Support Services • Center for Career Dev. • Office of Assessment • Facilities Management
Community Engagement	Climate: Goals 22-25	Community Initiatives Feedback Surveys	<ul style="list-style-type: none"> • Center for Global Studies • Int’l Student/Faculty Services • Division of Academic Affairs • President’s Office • Academic Outreach & Engagement

Morgan continues to demonstrate success in a number of areas listed below. (See Tables A-1 through A-4 provided in the Appendix).

- The total number of undergraduate international students increased by 90% from 219 in AY 2010 to 416 in AY 2016 (Table A-1).
- The total number of graduate international students increased by 160% from 100 in AY 2010 to 260 in AY 2016 (Table A-2).
- The total number of Hispanic students enrolled at the undergraduate level increased more than 283% from 59 in AY 2010 to 226 in AY 2016 (Table A-1).
- The total number of Hispanic students enrolled at the graduate level increased 489% from 9 in AY 2010 to 53 in AY 2016 (Table A-2).
- The total number of White or Caucasian students enrolled at the graduate level increased 33% from 99 in AY 2010 to 132 in 2016 (Table A-2).

In comparison to AY 2011, the percent of students enrolled from urban districts declined by 8%. The university awarded 73 STEM degrees to women at the undergraduate level in AY 2014-2015, up from 66 in AY 2010-2011. The university awarded 176 STEM degrees to underrepresented minority students in AY 2015. 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 2nd in communication and journalism; 3rd in architecture and engineering degrees awarded to African Americans; 5th in Family and Consumer Science and History, and 7th in hospitality administration/management (Diverse Top 100 Producers).

Morgan State University remains 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 outlined below.

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

Two administrative units within the University, 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, South Africa, Ghana, Ethiopia, Finland, France, Honduras, Botswana, India, Mexico, Senegal, Peru, Saudi Arabia, Dubai and Trinidad and Tobago. Morgan currently enrolls approximately 575 international students from over 50 countries. 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
- J-1 Exchange Scholar and Visitor Program
- Study Abroad

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 international 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 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 - 2016

<i>Country</i>	<i>No. of ESL Students</i>
Equatorial Guinea	1
Brazil	53
Saudi Arabia	10
Italy	2
Total	66

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 30 since June 2013).

The ESL Program submitted a successful proposal to the Mexican government to become one of the 142 universities in the U.S. to receive students from their PROYECTA 100,000 Program. Additionally, in December 2015, the ESL Program secured a contract with the Saudi Arabian Cultural Mission to become a primary ESL program for King Abdullah intensive English scholarship recipients from Saudi Arabia.

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.

Examples of 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
- 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/final grades of "D" or "F" – monitoring & intervention for students who receive a mid-term or final grades of "D" or "F"
- 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
- 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

- 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 & Housing (ORL&H) 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. The 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. Additionally, a component of the AEP is the International Student ConneXion. This program provides a host of academic and campus engagement support services for Morgan's international student population.

TRADITIONALLY UNDERREPRESENTED FACULTY AND ADMINISTRATIVE STAFF

Morgan is committed to recruiting and retaining a diverse workforce. (See Tables A-3 and A-4). 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, 416 full time instructional faculty at Morgan, 58% (241) are males and 42% (175) are females. African-American males comprise twenty-two percent (93) of full-time instructional faculty at Morgan. The 77 African American female faculty represent 19% of the full-time instructional faculty. White faculty (67) comprise 16% of the full-time instructional faculty at Morgan.

Office of Diversity and Equal Employment Opportunity

The Office of Diversity and Equal Employment Opportunity (EEO) continues to provide sensitivity/cultural competency training and diversity activities. These activities are designed to: 1) address cultural diversity among students, faculty, and staff; 2) educate the university community about laws governing equal opportunity; 3) reduce discrimination complaints; and 4) create an environment that promotes the recruitment and retention of underrepresented faculty, staff and students. Additionally, meetings are held with search committees as needed to provide tips on how to avoid engaging in discriminatory behavior during the selection process, recognizing and avoiding bias and prejudice, structuring a job-based interview, and asking appropriate interview questions.

Office of Faculty Development

The Office of Faculty Development, a unit under the auspices of the Division of Academic Affairs, provides opportunities for faculty to explore issues around diversity and cultural competency/sensitivity through faculty institutes, conferences, workshops, seminars, and trainings. These experiences foster dialogue and collaboration among faculty of diverse backgrounds, orientations, and perspectives and serve to promote retention of underrepresented faculty. Additionally, orientation sessions for new faculty integrate attention to diversity issues. The Office of Faculty Development also provides faculty with mini-grant opportunities to: 1) support curricular development in all disciplines, with particular attention given to issues of diversity and cultural competency; 2) develop interdisciplinary, and cultural diversity initiatives; and 3) promote faculty development. Additionally, promotion and tenure training is provided to support and retain underrepresented faculty.

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

Committing to Equity and Inclusive Excellence Initiative

Led by the Interim Dean of the College of Liberal Arts, Morgan State University is one of twelve institutions selected to participate in an initiative by the American Association of Colleges & Universities (AAC&U) called Committing to Equity and Inclusive Excellence. The initiative is designed to expand the current research on equity in student achievement and to identify promising evidence-based interventions for improving student learning and success. The project period began August 2015 and will end June 2017.

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 program in Women's and Gender Studies works collaboratively with the University at large, as well as with local and national organizations by engaging in varied academic and advocacy initiatives.

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 (CCPS)** is designed to serve the lifelong educational needs of traditional and non-traditional students pursuing undergraduate, graduate, professional and personal growth aspirations. The CCPS 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 CCPS' programs include the following:

The Bernard Osher Scholarship

The Bernard Osher Scholarship Program, supported by a 1 million endowment from the Bernard Osher Foundation, provides scholarships to non-traditional adult 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. During the 2015-2016 academic year, scholarships were awarded to 27 Osher Scholars, 12 males and 15 females. Since the inception of the program, scholarships have been awarded to adult students across disciplines in the eight schools and the College of Liberal Arts. Sixty students have graduated from Morgan State University.

Improved Opportunities for Parents (IOP)

The Improved Opportunities for Parents (IOP) Program is designed to assist adult individuals, especially student-parents, in obtaining a bachelor's degree. Thirteen student-parents, six males and seven females, received IOP funds during the 2015-2016 academic year with five students graduating from MSU.

Continuing Education Units

As an accredited academic institution, MSU's CCPS offers Continuing Education Units and Professional Development Hours (PDHs) to a variety of ethnic groups from around the country. Through partnerships with organizations such as, American Contract Compliance Association, Blacks in Government, Ministerial Interfaith Group, Women of Color in STEM, and Black Engineer of the Year Award (BEYA) STEM Global Competitiveness training opportunities are provided for African American, Asian, Native American, Hispanic, and Caucasian individuals seeking professional development.

Non-Credit Courses

Recognizing the essential role that diversity plays in the global society, CCPS offers non-credit courses that welcome individuals regardless of age, ability, color, cultural background, ethnicity, gender identity, national origin, race, religious affiliation, sexual orientation, or socio-economic class. Through a partnership with ed2go, anyone may enroll in online non-credit classes focused on workforce readiness, professional development and personal enrichment activities.

Summer Programs

Morgan State University is the premier source for individuals seeking academic and personal enrichment courses. Twenty-four summer programs are operating on campus this year, offering classes and workshops in science, technology, engineering, mathematics (STEM) fields, history, transportation, wrestling, football, volleyball and art. Many of the programs focus on recruiting students from diverse linguistic, cultural and economic backgrounds with the goal of encouraging talented individuals from historically underrepresented groups to attend Morgan State.

Alpha Sigma Lambda

The Alpha Sigma Lambda Continuing Education National Honor Society is dedicated to the advancement of scholarship and recognizes high scholastic growth in an adult student's career. It further acknowledges the accomplishments of adult students from culturally diverse backgrounds pursuing baccalaureate

degrees. Thirty-eight adult students were inducted into Alpha Sigma Lambda Continuing Education National Honor Society highlighting their academic achievement during the 2015-2016 year.

Career Training

The CCPS offers courses tailored to meet workforce development and training needs of individuals and organizations. Several options are offered for course delivery, including face to face, blended and through specialized intensive institutes. These training programs prepare individuals, including adults with disabilities, to launch a career or advance an existing one by developing new skills and knowledge for today's competitive job market.

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. 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.

Office of Student Disability Support Services

The Office of Student Disability Support Services (SDSS) a unit under the auspices of Academic Affairs is dedicated to assisting all students with disabilities to accomplish their scholastic and career goals by supporting their academic and advocacy skills. The Office of Student Disability Support Services is committed to providing all services and operating programs in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. Students enrolled at Morgan with a physical or mental impairment that substantially limits a major life activity register with SDSS for accommodations. Through the provision of reasonable accommodations, it is the goal of SDSS to support the academic success of student with disabilities by continuously working to elimination the physical, technical, and attitudinal barriers that can impede progression to graduation. Reasonable accommodations at the university are, but not limited to, housing, dining, mobility, classroom and learning support services (i.e. note-takers, interpreters, technology, etc.) and testing services for course examinations and quizzes.

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:

- Ensure 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;
- Ensure visible sustainability of LGBTQA support and institutional commitment;

- Identify ways to make the classroom experience inclusive and LGBTQA friendly through course development and 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 LGBTQ 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 psychological 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:

- Creation of Sustained Inclusivity Action Plan focused on facilitating LGBTQA inclusion within nine (9) areas at the University: Institutional Infrastructure and Policy; Academic Affairs; Student Affairs; Recruitment, Retention and Alumni Efforts; Housing and Residence Life; Campus Safety; Counseling and Health; Academic and Community Outreach; and Faculty and Staff Support
- Participated in the pilot launch of the NCAA’s LGBTQ Outreach Tour with Historically Black Colleges and Universities designed to engage coaches and athletic administrators in dialogue to create inclusive athletic communities.
- Working to establish an LGBTQA Alumni Chapter
- Developed an LGBTQ campus climate survey to be administered during the 2016-2017 academic year
- Hosted University forums and meetings focused on LGBTQA issues
- Continued support for S.O.U.L., Morgan State University’s gay-straight alliance
- Assessed University curriculum offerings for LGBTQ education and awareness
- 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 as 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 ***Upward Bound Program*** provides first-generation, low-income high school students with access to postsecondary education as full participants. The Upward Bound is designed to enhance the academic and personal skills of qualifying Baltimore City Public School Students (BCPS) while preparing them while in high school for college admission, retention and graduation. In academic year 2015 – 2016 including summer 2016, the Upward Bound Program enrolled a total of 105 students in grades 9 through 12 including 54 females and 51 males. And, of those 24 fourth year participants in Upward Bound who were enrolled in the 12th grade, a total of 23 graduated with 22 enrolled in either a 4-year or 2-year college, 1 enlisted in the military and 1 will be repeating the 12th grade.
- 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*** was created to develop and implement dynamic community service programs that boldly address the educational, social, cultural and recreational needs of the under-represented, the educationally "at-risk" and the homeless residents in the Baltimore metropolitan area. By organizing multidimensional, holistic programs, which involve university students, faculty, staff, community organizations, government agencies, businesses, school children, and parents, the Office of Community Service positively impacts the educational, social, cultural and recreational problems of Baltimore's inner city population. While each of the community service programs vary in size, structure, and focus, they share the same goal of improving the educational challenges of Baltimore's urban population. Some of the programs include: ASANTE; AYA; Brother-to-Brother; Campus Pals; COLOUR; Dynamic Divas, JAHOD; KUUMBA; Kwanzaa; MSU Tutoring Corps; Musique; M.V.P.S.; Niani; SASY; and YAATENGA.

IV. Other Central Diversity Initiatives

In recognition of the growing religious diversity among the faculty, staff and students within the University community, the University chapel offers chaplain services for various ministries to include: Episcopal-Anglican; Muslim; Lutheran; Baptist; Roman Catholic; Intersity; and Apostolic.

V. 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.

**Morgan State University
Cultural Diversity Report
Appendix**

Table A -1: Undergraduate Students Comparison

Table A -1: Undergraduate Students Comparison																				
	Baseline: AY-2010				AY-2013				AY-2014				AY-2015				AY-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	5761	92.9	2509	3252	5660	85.9%	2419	3241	5269	84.3%	2303	2966	5318	84.4%	2324	2994	5236	82.9%	2286	2950
American Indian or Alaska Native	12	0.2	4	8	19	0.3%	5	14	21	0.3%	10	11	17	0.3%	4	13	16	0.3%	6	10
Asian	46	0.7	25	21	99	1.5%	43	56	86	1.4%	37	49	70	1.1%	40	30	40	0.6%	27	13
Hispanic/Latino	59	1	20	39	170	2.6%	78	92	182	2.9%	78	104	208	3.3%	92	116	226	3.6%	91	135
White	102	1.6	49	53	128	1.9%	68	60	126	2.0%	75	51	127	2.0%	69	58	114	1.8%	54	60
Native Hawaiian or other Pacific Islander	0	0	0	0	7	0.1%	3	4	7	0.1%	3	4	6	0.1%	4	2	5	0.1%	3	2
Two or more races	0	0	0	0	212	3.2%	84	128	213	3.4%	75	138	222	3.5%	88	134	215	3.4%	93	122
International	219	3.5	122	97	273	4.1%	152	121	277	4.4%	174	103	303	4.8%	205	98	416	6.6%	338	78
Did not self-identify	0	0	0	0	23	0.3%	11	12	71	1.1%	28	43	31	0.5%	13	18	51	0.8%	28	23
Total	6199	100%	2729	3470	6591	100%	2863	3728	6252	100%	2783	3469	6302	100%	2839	3463	6319	100%	2926	3393

**Morgan State University
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Table A-2: Graduate Students Comparison

Table A-2: Graduate Students Comparison																				
	Baseline: AY-2010				AY-2013				AY-2014				AY-2015				AY-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	792	77.1	294	498	999	73.4%	351	648	932	72.0%	359	573	962	68.9%	344	618	887	63.1%	318	569
American Indian or Alaska Native	2	0.2	1	1	2	0.1%	2	0	0	0.0%	0	0	0	0.0%	0	0	1	12.5%	0	1
Asian	24	2.3	14	10	18	1.3%	10	8	20	1.6%	10	10	26	1.9%	14	12	25	1.8%	12	13
Hispanic/Latino	9	0.9	7	2	23	1.7%	10	13	25	1.9%	12	13	36	2.6%	16	20	53	3.8%	22	31
White	99	9.6	45	54	144	10.6%	53	91	130	10.1%	53	77	129	9.2%	55	74	132	9.4%	61	71
Native Hawaiian 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	36	2.6%	14	22	35	2.7%	13	22	37	2.7%	13	24	40	2.8%	13	27
International	100	9.7	51	49	127	9.3%	69	58	144	11.1%	83	61	197	14.1%	109	88	260	18.5%	141	119
Did not self-identify	1	0.1	0	0	12	0.9%	7	5	8	0.6%	3	5	9	0.6%	4	5	8	0.6%	3	5
Total	1027	100%	412	615	1361	100%	516	845	1294	100%	533	761	1396	100.0%	555	841	1406	100%	570	836

**Morgan State University
Cultural Diversity Report
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Table A-3: Faculty Comparison																				
	Baseline: AY-2010				AY-2013				AY-2014				AY-2015				AY-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	324	59.3	175	149	290	45.7	161	129	225	43.6	126	99	236	43.3	123	113	301	46.5%	154	147
American Indian or Alaska Native	11	2	8	3	4	0.6	1	3	3	0.6	1	2	2	0.4	1	1	2	0.3%	1	1
Asian	28	5.1	22	6	26	4.1	19	7	25	4.8	18	7	24	4.4	18	6	34	5.2%	26	8
Hispanic/Latino	5	0.9	4	1	5	0.8	2	3	4	0.8	3	1	4	0.7	4	0	9	1.4%	6	3
White	113	20.7	73	40	106	16.7	67	39	87	16.9	52	35	74	13.6	41	33	97	15.0%	56	41
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	10	1.6	4	6	9	1.7	4	5	8	1.5	3	5	14	2.2%	7	7
International	57	10.4	33	24	70	11	43	27	60	11.6	35	25	79	14.5	46	33	77	11.9%	44	33
Did not self-identify	0	0	0	0	122	19.2	68	54	102	19.8	54	48	117	21.5	61	56	113	17.4%	59	54
Total	546	100%	319	227	634	100%	366	268	516	100%	294	222	545	100%	298	247	648	100%	354	294

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Table A-4: Staff Comparison																				
	Baseline: AY-2010				AY-2013				AY-2014				AY-2015				AY-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	962	87.8	463	499	1312	75.1	582	730	1047	72.6	465	582	955	69.6	418	537	950	69.8%	416	534
American Indian or Alaska Native	3	0.3	1	2	7	0.4	4	3	6	0.4	3	3	6	0.4	3	3	6	0.4%	2	4
Asian	16	1.5	6	10	31	1.8	15	16	21	1.5	7	14	24	1.7	10	14	24	1.8%	8	16
Hispanic/Latino	10	0.9	4	6	24	1.4	13	11	22	1.5	11	11	30	2.2	14	16	40	2.9%	16	24
White	64	5.8	40	24	66	3.8	43	23	59	4.1	32	27	57	4.2	34	23	54	4.0%	30	24
Native Hawaiian or other Pacific Islander	2	0.2	0	2	2	0.1	1	1	2	0.1	1	1	1	0.1	0	1	1	0.1%	0	1
Two or more races	12	1.1	5	7	26	1.5	12	14	30	2.1	10	20	27	2	8	19	24	1.8%	7	17
International	25	2.3	13	12	141	8.1	63	78	131	9.1	71	60	123	9	63	60	124	9.1%	62	62
Did not self-identify	2	0.2	1	1	137	7.8	67	70	125	8.7	65	60	150	10.9	68	82	138	10.1%	70	68
Total	1096	100%	533	563	1746	100%	800	946	1443	100%	665	778	1373	100%	618	755	1361	100%	611	750



St. Mary's College of Maryland
Cultural Diversity Report

2016

Introduction

Cultural diversity is a foundational tenet of St. Mary's College of Maryland (SMCM). 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 states that "We foster ... a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability." Among our Core Values are: "the power of a diverse community", "social responsibility and civic-mindedness", and "civility and respect for self, others, and the environment." Diversity is also a prominent theme that recurs throughout our newly established 2016-19 Strategic Plan which will guide the College for the next three years.

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.

I. St. Mary's College of Maryland's Cultural Diversity Plan

The 2016-19 SMCM Strategic Plan was approved in May 2016 by the College's Board of Trustees. The ambitious three-year plan is designed to firmly establish the College as a national leader in public liberal arts education by enhancing and expanding our academic offerings, our links with career and professional organizations, and our infrastructure and facilities. Promoting and embracing cultural diversity and cultural competence is essential to the success of the institution as a public honors college, and this concept is infused throughout the plan, integrated with several goals and objectives. Here, the critical diversity-related features of the Strategic Plan have been adapted and slightly restructured to form the six objectives of the SMCM Cultural Diversity Plan. The overall Strategic Plan (SP) Goal and Objective numbers are included for reference; the entire Strategic Plan can be found at www.smcm.edu/strategicplan/smcm-2016-2019-strategic-plan/.

Because this is a newly established plan to improve cultural diversity from the current baseline, discussion in this section is limited to implementation tactics and metrics to evaluate future progress. Sections II and III of this report generally describe several areas in which the College has been steadily improving over the past several years.

Objectiv 1: Increase the diversity of the student body, including out-of-state and international students. (SP 1.1)

Implementation Tactics: The College will build a more diverse and inclusive student body, while maintaining a sustainable, right-sized community. We will establish agreements with international institutions as recruitment funnels; leverage existing international connections among faculty, staff, and alumni; enhance marketing capabilities and outreach; expand out-of-state recruitment efforts; and use scholarship opportunities to meet our objective.

Metrics: By year three, we will have increased the percentages of incoming out-of-state students to 13% (8% in Fall 2015), international students to 3% (1% in Fall 2015), minority students to 31% (28% in Fall 2015), and first-generation students to 20% (19% in Fall 2015).

Objective 2: Enhance retention and timely degree completion among students from underrepresented ethnic groups.

Implementation Tactics: The College will continue its support of ongoing programs aimed at enhancing retention and graduation, and investigate ways to expand or add to such offerings. We will implement the Beacon software platform to aid in broadening student support, and use it to identify and explore factors that are associated with student success.

Metrics: By year three, the four-year graduation rate for minority students will increase to 64% (current three-year average: 59%).

Objective 3: Increase the diversity of staff and faculty, and provide an inclusive environment that optimizes the strengths of a diverse workforce. (SP 3.1)

Implementation Tactics: The College will implement best practices for maximizing the diversity of the staff and faculty we recruit and hire, and will enhance mentoring and training for new employees with programming that promotes inclusion and understanding of the value of cultural diversity and cultural competence.

Metrics: Each year over the three years of the strategic plan, at least 30% of newly hired faculty and staff (16% in 2015) will include individuals who are racially/ethnically diverse. By the end of year three, new mentoring programs will be implemented, and the programs' effectiveness in promoting inclusion and understanding will be assessed.

Objective 4: Enhance the academic and social integration of students in the campus environment. (SP 1.2, 1.3)

Implementation Tactics: The College will continue to foster a climate in which diverse students, faculty, and staff are welcome and thrive by hiring a diversity and inclusion administrator, and by engaging faculty and staff in professional development opportunities to help effectively address students' issues. We will develop a course on diversity (co-taught by faculty and staff), and develop training programs that promote engagement on issues of diversity and inclusion among our community. Furthermore, we will provide robust services, through the Office of Academic Services and the Wellness Center, that support neurodiversity, physical disabilities, mental health issues, and background and transitional issues.

Metrics: By the end of year one, we will have hired a diversity and inclusion administrator, developed professional development training opportunities for faculty and staff, and established a series of programming activities focused on aspects of diversity. We expect students will report increased satisfaction with their academic and social experiences.

Objective 5: Promote a community and academic environment that embodies the principles of diversity and tolerance on which we were founded. (SP 2.4)

Implementation Tactics: The College will create an inventory of existing coursework for diversity content, pedagogical strategies that focus on diversity, and workshops or other training conducted by staff and/or faculty on a regular basis to promote inclusivity. We will assess students' perceptions of the success of these courses, strategies, and workshops. We will support the development of courses and experiential-learning activities with a primary focus on diversity, and incentivize departments to offer experimental diversity courses. Furthermore, we will develop a long-term plan for promoting diversity.

Metrics: By year three, at least 95% of the faculty will have received training on the integration of diversity into coursework and pedagogy. The number of courses and experiential-learning activities with a primary focus on diversity will increase by 10%, and all students, faculty, and staff will participate in diversity education and training.

Objective 6: Promote inclusion, diversity, and equity to engage students, faculty, and staff in challenging and abating injustice. (SP 4.3)

Implementation Tactics: The College will support a coordinating body of student-leadership groups to develop campus-wide inclusion, diversity, and equity (IDE) initiatives. We will develop IDE resources, including a dedicated webpage for IDE postings and discussion, to support student efforts. We will implement ongoing Thrive/Climate Surveys to evaluate IDE initiatives.

Metrics: By year three, we will increase the number of college-wide IDE initiatives by 75%. All faculty and staff will be participating in four hours of approved IDE-related professional development annually. The number of students who report they are thriving will increase by 20%, and IDE web traffic will have increased by 50%.

II. Recruitment and Retention of a Diverse Student Body, Faculty, and Staff

A. Students

St. Mary's College has established a 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 undergraduate students.

1. Recruiting students with a diverse background

One of the primary benchmarks for diversity is diversity of the first year student population. St. Mary's College has made the strategic decision to promote diversity broadly by creating goals for recruitment for underrepresented minorities (25%), out-of-state students (10%), first-generation students (20%), and students who received Pell Grants (20%). These goals, articulated in the College's annual Managing For Results (MFR) report to the Maryland Department of Budget and Management and the annual Performance Accountability Report (PAR) to the Maryland Higher Education Commission, were revised in 2016 to be realistic yet aspirant goals, and the College's recent performance in these categories can be found in Table 1, in Appendix A.

The data in Table 1 indicate that the College has sustained its efforts to recruit underrepresented minority students, and has exceeded the target for this group for the last three years. We have consistently recruited a high percentage of first generation students, but remain 1% under our goal. And as a result of the College's renewed focus on students with financial need, we have met or exceeded our goal for Pell recipients for two of the past three years.

St. Mary's College'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 undertaken in the past few years have helped us achieve these goals:

- Admissions staff visited areas within the region having significant populations of underrepresented students (Baltimore City, western panhandle of Maryland, Eastern Shore of Maryland, Washington, DC and Prince George's County). Counselors met with guidance counselors and students.
- Counselors for these territories have been heavily in contact with prospects and have been trained to help students and families through the admission process and experience in a way that reduces fear and confusion.

- The Director of Admissions, Associate Director of Admissions, and the Admissions Counselor for Baltimore City regularly collaborate with the College Bound Foundation. This foundation works with students from all over Baltimore City to remove barriers and create access to college. They are strong supporters of SMCM and we are using them to help identify and recruit students who have the potential to thrive at SMCM.
- Admissions staff attended Baltimore and Washington, DC NACAC fairs. Will attend Prince George's in Spring, and attend National College fairs that attract students from all throughout the above mentioned regions.
- An alumni/prospect reception was held in Baltimore to meet with and discuss SMCM with students from underserved areas. Similar events are planned in Washington, DC and Prince George's County.
- Associate Director of Admissions manages and plans school bus trips to campus from underrepresented areas such as cities and rural areas. Opportunities from these events are vital in allowing us to demonstrate to students in attendance that SMCM is a viable option for them. Trips usually involve anywhere from 10-50 students and include an admissions presentation, college tour, lunch, etc. We see this as a way to open students up to college, not just SMCM.
- All staff members of SMCM Admissions engage in opportunities to speak to groups of students at high schools, especially ones with underserved populations. We have met with students at off campus locations such as coffee shops in small groups to build rapport.
- The Office of Admissions has focused on creating a cultural awareness of underrepresented students. It is a part of our mission, our goals, and a part of each of us to ensure that we work with people who are underrepresented to the best of our ability and give them the best opportunity to be successful here. We also have to understand diversity and the many forms of underrepresented people that need our, and educators, help.
- The Office of Admissions has increased communications and clarity for all applicants, e.g., by removing the ambiguousness from applying to SMCM and making it as easy and clear as possible. Making the process easy for all can help more students from underrepresented areas feel more confident and comfortable applying and then hopefully enrolling. We offer application fee waivers to students unable to afford the cost of applying.
- Increased recruitment from and relationship building with community colleges has been a focus. We visited every community college in Maryland this year. This is a huge area of growth and a way to fulfill this mission as community colleges are full of students from underrepresented backgrounds.
- Increased articulation agreements with Maryland community colleges are creating a smooth admissions process for students at community colleges that line up with SMCM academically. This has also created an increased awareness of us within MD community colleges.
- Ruffalo/ Noel-Levitz has provided advice on financial aid modeling and how to best use it to have the greatest impact on our incoming class. Providing the right amount of aid to students willing to enroll is the goal.
- The multicultural fellow in the Admissions Office was utilized to help with phone calls, emails and conversion tactics for underrepresented prospects and applicants. They also work with bus trips and help create panels for these events.
- The Admissions Office created a "Holistic Admissions Decision Framework" to ensure all admissions decisions were made in a holistic fashion that looked at all aspects of an application and how that can show fit and future success at St. Mary's College. It is critical to understand that GPA and SAT are not only factors behind an admit or someone who can be successful here.
- There is a member of the admissions staff who is a Spanish speaker, and plans are in motion to translate our admission key materials into Spanish to better serve the Spanish speaking first-generation parents.

- The Admissions Office worked with the admissions counselor who handles our tri-county region to re-engage with local high schools and show them the value and fit of their students and SMCM. Opportunity exists in our tri-county region for attracting a diverse student population.
- The Director of Admissions also visited public schools and guidance offices in St. Mary's, Calvert, Anne Arundel, and Montgomery counties along with Washington, DC.
- The Admissions Office worked with the DeSousa-Brent (DB) program to collaborate and share admissions information when needed to help them select the best class possible for DB Scholars.

2. 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 Managing for Results (MFR) report and the Performance Accountability Report (PAR), a target rate was set to retain at least 90 percent of students of all characteristics from the first to the second year, a measure that is the foundation for the end goal of degree completion. The first-to-second year retention rate for minority students has been fairly close to and in some years better than the rate for the overall student population (see Table 2, Appendix A).

St. Mary's College has set target four-year and six-year graduation rates of 59% and 74%, respectively, for minority students in contrast with our goal to maintain our four-year and six-year graduation rates for all students at 70% and 80% with the idea that expectations are high for all students. Table 3 (Appendix A) provides data on the four- and six-year graduation rates for St. Mary's College, for all minorities, African American students, Hispanic students, first generation students, and Pell recipients. While there is some variation year over year, minority students historically demonstrate strong graduation rates.

The data in Table 3 also point to a challenge the College faces: to narrow the gap between the four and six year graduation rates. Most of the underrepresented groups have considerably lower four year graduation rates than the overall rate; for most groups, the gap has historically closed by the six year point (with the current preliminary SP16 data appearing to represent an exception). 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. Nonetheless, 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 multimodal approach to its strategies of supporting this goal of maximizing retention and graduation rates. We provide training in intrusive advising for faculty academic advisers: the objective is to meet early and often with students to identify potential concerns when concerns are more readily addressable. We have two full time professional staff positions to provide academic and career advising. Peer mentors in first year seminar classes and student teaching assistants in a variety of courses provide additional academic support to enhance student success.

The College recently purchased a CampusLabs module, Beacon, to help us with our retention efforts and to better track student success. The Student Success Network in Beacon "allows members of [the] campus who have frequent and meaningful interactions with a student to communicate in one centralized location." (Beacon Webinar) The Beacon module will replace our existing early alert system (a Google form) and will be rolled out at the beginning of Fall 2016, starting with faculty, academic advisers, and staff volunteers. While this software will enhance our ability to connect with all students, it will especially

allow us the opportunity to intervene earlier with students who are missing classes, performing poorly in class, missing work, and not fully engaged (i.e. not participating, sleeping in class, etc.).

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 DeSousa-Brent Scholars (to facilitate cohort building), and in second semester enroll in 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. Retention and graduation rates of DeSousa-Brent Scholars are systematically collected and compared against both the general population at St. Mary's College and comparable cohorts not in the program, as well as against target benchmarks set by the state. As Table 4 (Appendix A) shows, the success of DeSousa-Brent scholars has been steadily improving over the past three years, and students are performing well compared to the overall student population.

The five STEM degree programs (math, computer science, biology, chemistry and physics) have each developed Emerging Scholars Programs (ESP), which incorporate a seminar approach to enhance the student experience in gateway courses in each field. The ESP model invites students, many of whom are underrepresented minorities, to participate in an evening seminar as an adjunct to 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. Social activities also help students create social networks that support their interests in STEM fields. ESP courses are not remedial courses, but they do solidify course knowledge by having students apply course content to real-life scenarios. They also open up lines of communication between these students and the instructors in the first year courses through the informal atmosphere. The ESPs have generally been successful at improving outcomes for populations who had historically struggled with these introductory courses; for example, from 2010-2014, 75% of under-represented minority students who participated in the Computer Science ESP were retained in the discipline, as compared to 31% of minority students who had not participated.

The STEM Navigator Scholarship Program, initially funded in 2013 by the National Science Foundation (S-STEM), awards \$6,500 to incoming students (first year and transfer) who intend to major in one of the science or math fields (STEM) at St. Mary's College, and who are members of historically underrepresented groups in STEM fields. This program matches students with a mentor in their chosen field, and facilitates field trips with other Navigators. Students participate in the Emerging Scholars Program (ESP) in their chosen field, and attend enrichment workshops on summer research opportunities and graduate school. Outcomes to date suggest that the program is successfully enhancing retention in science and math. The first three cohorts of students included 21 students (10 transfer students and 11 first-time students), 95% of whom have either graduated with a STEM degree or are still enrolled in a STEM program as of Fall 2016. The one student who is not currently enrolled is on a medical leave of absence and has expressed intention to return.

Finally, with the current economic climate there is some concern that the affordability of college will be an issue in the immediate future, particularly for groups who find it more difficult to graduate in the traditional four years (but are successful at completing within six years). St. Mary's College recently worked with State policy makers to freeze (FY14 and FY16) or reduce (FY15) tuition giving all students relief from escalated costs. Although tuition increases of 2% were necessary for FY17, overall the cost of attending St. Mary's College has risen only 4% in the past seven years, as compared to an average

national increase of 33% among public four-year institutions. College research has found that the lowest socioeconomic groups have been the most vulnerable to the cost of rising tuition. We expect that our use of the Beacon software will help us engage a “success network” for each student (consisting of certain faculty and professional staff members, academic advisers and peer advisers), This network should facilitate the identification of students’ needs earlier and the opportunity to connect them with resources to help them persist through graduation.

B. 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.

1. Recruitment of a diverse faculty and staff

The College has set a goal, published in the aforementioned Managing for Results (MFR) report and 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. The goals are for 20% of full-time faculty and 28% of full-time staff to be from minority groups. The faculty goal was revised in 2016 to be even more aspirational and closer to the student target. While the College is falling short of its diversity goals, data from the last six years (see Table 5 in Appendix A) demonstrate a positive trend for faculty.

The primary tactics we have employed to reach these goals have included the following:

- The College searches for venues for advertising to reach a broader and more diverse group of applicants.
- A new advertising format includes an introduction to the College and updated Equal Opportunity (EEO) Statement. This statement has changed to state explicitly that St. Mary’s College embraces diversity and inclusion in its mission.
- Faculty advertisements require the applicant to address specific topics in their cover letter, for example teaching philosophy, commitment to diversity and to a public liberal arts education.
- Search Committee chairs report the diversity of the applicants to their Vice Presidents. If the list is not diverse then the search committee must examine why and report what steps will be taken to improve diversity before a short list is developed. Those that receive initial interviews must also be diverse, if not the reason must be examined before interviews are conducted.
- At least a third of all finalists brought to campus to interview for faculty positions are expected to be well-qualified underrepresented minorities.

The College utilizes national venues such as *The Chronicle of Higher Education* and HigherEdJobs.com to develop the widest candidate pool possible. In addition, 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 and is looking for candidates with an interest in attracting and retaining students from underrepresented groups. 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.

In addition, the Office of Human Resources has recently begun the process of developing an updated Affirmative Action Plan (AAP). The final AAP will provide statistical data representing the representation of minorities by job group. The data will enable the college to establish specific, metric-based goals to attract, employ, advance and retain diverse and qualified individuals without discrimination based on gender, race, ethnicity, disability or status as protected veterans. The data will drive efforts to recruit, retain and promote qualified candidates and employees in underutilized groups. The College's AAP will demonstrate its commitment to Equal Employment Opportunity and Affirmative Action through its associated policies, practices and advancement to meet recruitment, hiring, retention and promotion goals. The Affirmative Action Plan will be completed prior to 2017 and renewed annually. Progress towards goals will be assessed quarterly.

The new Strategic Plan contains multiple initiatives aimed toward creating and maintaining a more diverse faculty and staff, including enhancing hiring practices, developing professional development training and programming, and examining employee compensation and benefits. The goal is to increase the representation of minority groups among newly hired faculty and (administrative) staff to 30% each year. As seen in Table 6 (Appendix A), this is an aspirant goal but one to which we are firmly committed.

2. Faculty and staff retention

Retention is also 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. Every effort is made to provide all pre-tenure faculty with intensive pedagogical, scholarly, and profession-focused mentoring, as well as active cohort support groups. This intentionally connects faculty of different perspectives to enhance the support toward successful teaching, research, and contributions to the College.

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 2011 results indicated that there were not significant differences in perceptions of fairness and satisfaction across these groups. We plan to administer the COACHE survey again in the spring of 2017, and will continue to monitor and report the results.

III. Efforts to Promote Positive Interactions and Cultural Awareness

A. Faculty and Staff Cultural Training Programs

In January of 2015, Dr. Tuajuanda Jordan, President of the College, established an Inclusion, Diversity, and Equity (IDEs) initiative to address issues of diversity and inclusion awareness, training, and cultural competency among the entire campus community. She commissioned five working groups, all comprised of faculty, staff, and students, to address diversity and inclusion issues on the institutional level.

- The IDEs Education and Training Work Group is tasked to develop campus-wide education and training for diversity and inclusion. In May 2016, the group submitted a strategic proposal for IDEs education and training, both for the 2016-2017 academic year and to establish an effective long-term curricular, co-curricular, and professional development structure to deepen

understanding of cultural diversity and greater promote cultural competency among students, faculty and staff. The proposal recommends a multifaceted approach of mandatory and voluntary education and training, provided by internal and external resources, to promote positive behaviors and attitudes among students, staff, and faculty and to reinforce the culture of a community that embraces our ethos, *The St. Mary's Way*.

- The Campus Culture, Policies and Programming Work Group is charged to examine our campus community with respect to IDEs, assess the campus climate, develop and refine policies and procedures, and recommend programming needs. In 2015-16, the work group conducted an initial review of campus policies and curricular offerings pertaining to diversity. Most of their effort was focused upon implementing a multi-phase, multi-year Thrive Analysis that will enable bi-annual comparative assessments of student, faculty, and staff well-being. Results of those surveys will inform policy and programming enhancements. The group conducted student focus groups and a preliminary student survey to identify metrics to be assessed in the Thrive Survey of Students scheduled for launch in 2017. The group also administered preliminary surveys to staff and faculty to begin specifying metrics to be assessed in the Thrive Survey of Staff (2018) and Thrive Survey of Faculty (2019). The committee will host campus forums to share Thrive Survey results with all students, staff, and faculty and to invite discussion.
- The Work Group on Civility and the Embodiment of Our Ethos, formed in response to the misuse of social media that many college campuses are facing, is charged to instill our ethos, *The St. Mary's Way*, into new community members and to develop curricular and co-curricular programming that ensures that we, as a community, regularly tend to these ideals. This group has prepared a draft civility statement (under review), which will be introduced to incoming students, faculty, and staff, and incorporated into *The St. Mary's Way*. The group will work in collaboration with campus constituents to ensure *The St. Mary's Way* is a constant presence in the workings of our community.
- The Work Group on Sexual Misconduct has developed recommendations to increase transparency and increase the sense of safety for students who report sexual misconduct.
- The Work Group on Hate and Bias has developed a protocol and response to hate and bias incidents (see Appendix B). In an effort to increase the sense of campus safety, the group is now charged with expediting the implementation of a plan to educate our community about our policies and programming.

The ongoing work and progress of the IDEs Work Groups is communicated regularly to faculty, staff, and students by means of the IDEs web site (<http://www.smcm.edu/inclusion-diversity-equity-initiative/>). The site features IDEs updates and events, and maintains a record of significant cultural diversity communications from the president and other community members.

B. Curricular Initiatives Promoting Diversity in the Classroom

The focus on cultural diversity at St. Mary's College extends throughout the curriculum, and the addition of curricular offerings is a goal within the new Strategic Plan. Most departments in the Humanities and Social Sciences already offer significant coursework designed to expand students' understanding of cultural diversity, including courses such as "Native American Culture and History," "African American Culture," "Cross-Cultural Psychology," and "Sociology of Race and Ethnicity." Students can select electives in such a way as to support further inquiry in these areas within their disciplinary majors; we

also offer cross-disciplinary majors in Asian Studies and Latin American Studies, as well as minors in both these areas and also in African and African Diaspora Studies. A Global Studies major is currently under consideration.

The College's Core Curriculum includes two requirements that are key to enhancing cultural diversity as a component of the educational experience. One of these is a course in International Languages and Cultures — a subject explicitly taught at St. Mary's College in such a way as to embed language study in a study of culture. The second requirement is called "Cultural Perspectives," and includes classes designed to help students better recognize the ways their own culture shapes their thinking and the ways in which culture more generally shapes an individual's world view. Courses might examine theories of race and ethnicity, explore the experiences of people and societies in various cultures, or investigate diverse issues related to both globalization and the variability of experiences within particular cultures.

C. Co-curricular Initiatives Promoting Diversity Outside of the Classroom

The new Strategic Plan also includes initiatives to expand existing efforts to promote diversity and inclusion within the co-curriculum. The student program MAPP (Multiculturalism, Advocacy, Partnership and Programming) mentioned in previous reports was successfully re-launched. Students in this program, called Navigators, were trained to understand issues involving diversity and inclusion, social identities, and social justice. The training included facilitation skills and conflict resolution. The group effectively facilitated a number of campus dialogues on campus and developed a social media presence heavily utilized by other students. The Navigators for this coming year (2016-17) have met several times over the summer in preparation for campus programming this Fall including a community conversation scheduled for the first week of classes.

LGBTQ Student Services provides programming and resources for gender and sexual minority students on-campus, as well as educates the entire campus community on these issues. 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 the LGBTQ student clubs St. Mary's Triangle and Rainbow Society (STARS) and Transgenda, LGBTQ Student Services coordinates SMCM Pride Month in April to celebrate all gender and sexual minorities. Events in the past have included pride parades, student performances, film screenings, and Lavender Graduation, which honors the contributions to the St. Mary's College community by students graduating in a given year who are gender and sexual minority students. We also sponsor the Rainbow Room, which serves as an LGBTQ resource room for the entire campus. 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.

Campus clubs and organizations help support the intellectual and social growth of students once they matriculate at St. Mary's College. Several student-run campus organizations focus on the needs of traditionally underrepresented students and/or celebrate diverse cultures and identities. Among these organizations are Active Minds (mental health awareness), American Sign Language, Asian Pacific American, Augsburg-Canterbury Fellowship (Episcopal religious group), Best Buddies, Black Student Union, Cultural Dance, Feminists United for Sexual Equality, Gambian Culture Club, International Club, Intersarsity Christian Fellowship, Jewish Student Union, Latinos Unidos, Minority Association of Pre-Medical Students, National Alliance on Mental Illness (NAMI), Newman Society (Catholic religious group), St. Mary's Triangle and Rainbow Society (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.

St. Mary's College promotes diversity through a variety of campus programming including Heritage Months and Weeks. Annual lectures, film series, gallery exhibits, and musical performances are promoted on campus to expand the College community's understanding of diversity. By example, the College hosts the annual Martin Luther King, Jr. Prayer Breakfast which brings together members of the campus and surrounding community to honor this civil rights leader and the causes that he championed.

IV. Other Initiatives

A. Recruitment of an Associate Vice President of Diversity and Inclusion

Pursuant to Objective 4 of the 2016-2019 Strategic Plan, St. Mary's College is currently recruiting a chief diversity officer. In unsolicited letters and proposals (from IDEs work groups, Staff Senate, SGA, Black Student Union, Latinos Unidos, and the LGBTQ Student Services Advisory Committee), and in student focus groups and preliminary thrive surveys, campus community members in 2015-16 expressed a strong desire to establish an Office of Diversity and Inclusion. The following are among the concerns articulated by stakeholders:

- (a) The institution must give increased and sustained attention to issues of diversity, equity, and inclusion, especially given the current national climate with respect to race, ethnicity, gender and sexuality, and violence. A diversity office would provide programming and training for students, faculty, and staff to address this need.
- (b) Students, staff, and faculty desire an ombudsperson: a diversity officer to oversee and respond to reports of bias, hate, and harassment on campus.
- (c) St. Mary's College would benefit from the appointment of an administrator to oversee and coordinate efficiently the diversity, equity, and inclusiveness efforts currently underway. Coordination is currently inordinately challenging, demanding substantial student, staff, and faculty time.

In May 2016, the Board of Trustees approved the creation of a full-time professional position to conduct a full assessment of our campus climate, evaluate our diversity and inclusion programs, develop new programming, advise the College leadership on national trends and strategies to address campus needs, advocate for underrepresented groups, and create a community that comprehends and promotes the value of cultural diversity. We expect to fill the position in September 2016.

V. Campus Statement of the Process for Reporting Hate-Based Crimes

Hate crimes and bias-motivated incidents may be violations of the College's Student Code of Conduct or Employee Handbook as well as violations of law. The College encourages anyone who is the victim or who witnesses a hate crime or a bias-motivated incident to report it to the Office of Public Safety, the Office of Human Resources or the Title IX Coordinator (for crimes or bias-motivated incidents based on gender, gender identity or sexual orientation). Any crimes that are reported to the College that meet the definition of a hate crime under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092, et.seq. (1990) ("Clery Act"), Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et. seq. (1972) ("Title IX"), and the Reauthorization of the Violence Against Women Act of 2013 ("VAWA"), are reported to the St. Mary's County Sheriff's Office ("Sheriff's Office"). In accordance with Title IX and the Memorandum of Understanding between the College and the Sheriff's Office ("MOU"), if the victim of sexual violence elects not to pursue criminal

action or chooses to remain anonymous, the Sheriff's Office will not conduct an investigation until such time the victim requests a criminal investigation be initiated.

The Sheriff's Office may take the lead on investigating hate crimes. Depending on the circumstances, the College may also conduct its own investigation (i.e. allegations of violations of the College's Policy Against Sexual Misconduct or allegations of violations of the Code of Conduct or Employee Handbook). Where appropriate, the College will defer investigation until the Sheriff's Office has conducted its investigation in accordance with the MOU. Criminal charges may only be instituted by the State's Attorney. The College may also pursue a disciplinary action against a student or an employee of the College, including sanctions up to and including probation, suspension, expulsion, or termination of employment.

At the end of each month, Public Safety completes a hate crime report as part of its Uniform Crime Report ("UCR"). Hate crimes also are reported annually as required by the Clery Act and the Violence Against Women Act (VAWA).

In addition, the College has implemented a Bias Response Team to assist individuals or targeted groups with options to address bias-motivated incidents and to develop community responses. See Appendix B for more information regarding the College's Bias Response Team.

Conclusion

St. Mary's College has been committed to the pursuit of a diverse campus climate very much aligned to the concepts of toleration that were brought by the original Maryland colonists. We celebrate our success but recognize our mission to ensure that underrepresented students have access to the St. Mary's College liberal arts experience poses challenges in the College's capacity to support students with the need-based financial aid they often require. As the College Foundation's endowment recovers from the economic recession, the student financial need continues. Fulfilling the financial needs of the changing student body remains a challenge and the College is dedicated to exploring means to bridge the gaps in access. High retention and graduation rates are documented strengths of St. Mary's College leading to recognition and support from the Governor and legislators. During the last three legislative sessions funds were allocated to freeze tuition for three years and performance funds were established to support new efforts in interventions intended to further 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. President Jordan is firmly committed to improving the College's ability to attract, recruit, and retain underrepresented minority students, faculty, and staff and to enhance their success. We have implemented new approaches to recruiting underrepresented minority students, faculty, and staff. We have also implemented new retention- and graduation-focused programs. Multiple goals and strategies have been established as integral components of the new 2016-2019 strategic plan, which will guide the College's activities and priorities over the next three years.

Appendix A – Data Tables

Table 1. Characteristics of entering students, Fall 2010 to Fall 2015

Characteristics	FA10	FA11	FA12	FA13	FA14	FA15
Entering first year class who are minorities (Goal: 25%)	23%	19%	17%	27%	33%	27%
Entering first year class from outside of MD (Revised Goal: 10%)	17%	13%	15%	10%	6%	8%
Entering first year class from first generation households (Goal: 20%)	19%	19%	15%	19%	19%	19%
Entering first year class receiving Pell Grants (Goal: 20%)	12%	19%	12%	23%	18%	21%

Source: MFR Goal 2 (2016)

Table 2. First to Second Year Retention Rates, FA08 – FA14 cohorts

Student Group	FA08-FA09	FA09-FA10	FA10-FA11	FA11-FA12	FA12-FA13	FA13-FA14	FA14-FA15
All Minority	94%	93%	88%	86%	84%	81%	86%
African-American	97%	97%	85%	79%	78%	82%	82%
Hispanic	88%	91%	93%	93%	86%	87%	86%
All students (Goal: 90%)	90%	87%	87%	87%	90%	86%	86%

Source: Office of Institutional Research

Table 3. Four and Six Year Graduation Rates by Entering Cohort and Graduating Semester

Four Year Graduation Rates						
Student Group (Goal)	FA07-SP11	FA08-SP12	FA09-SP13	FA10-SP14	FA11-SP15	FA12-SP16*
All Minority (59%)	59%	61%	59%	57%	54%	62%
African-American (51%)	51%	54%	54%	41%	49%	48%
Hispanic (70%)	55%	63%	55%	68%	71%	67%
First Generation (65%)	68%	71%	63%	58%	68%	79%
Pell recipients (58%)	54%	57%	41%	56%	66%	76%
All students (70%)	71%	72%	67%	65%	70%	71%

Six Year Graduation Rates						
Student Group (Goal)	FA05-SP11	FA06-SP12	FA07-SP13	FA08-SP14	FA09-SP15	FA10-SP16*
All Minority (74%)	65%	68%	69%	80%	84%	68%
African-American (71%)	77%	63%	70%	77%	83%	56%
Hispanic (80%)	71%	76%	65%	79%	86%	82%
First Generation (78%)	79%	79%	73%	84%	77%	69%
Pell recipients (68%)	66%	57%	64%	78%	65%	69%
All students (80%)	79%	81%	79%	81%	78%	73%

Source: MFR Goal 2 (2016)

*Data is preliminary pending Summer 2016 graduation.

Table 4. DeSousa-Brent Scholars Performance Metrics – Three Most Recent Cohorts

First-to-Second Year Retention Rates			
Student Group	FA12-FA13	FA13-FA14	FA14-FA15
DeSousa-Brent Scholars (Goal: 88%)	85%	80%	93%
All students (Goal: 90%)	90%	86%	86%

Four-Year Graduation Rates			
Student Group	FA10-SP14	FA11-SP15	FA12-SP16 (Preliminary)
DeSousa-Brent Scholars (Goal: 70%)	50%	48%	67%
All students (Goal: 70%)	65%	70%	71%

Six-Year Graduation Rates			
Student Group	FA08-SP14	FA09-SP15	FA10-SP16 (Preliminary)
DeSousa-Brent Scholars (Goal: 80%)	77%	83%	67%
All students (Goal: 80%)	81%	78%	73%

Source: Office of Institutional Research

Table 5. Percent Minority Full-time Faculty and Staff, Fall 2010 through Fall 2015

	FA10	FA11	FA12	FA13	FA14	FA15
Percent minority of all full-time tenured or tenure-track faculty (Revised Goal: 20%)	12%	12%	14%	17%	17%	18%
Percent minority of all full-time (non-faculty) staff (Goal: 28%)	27%	27%	25%	24%	23%	24%

Source: MFR Goal 2 (2016)

Table 6. Percent Minority Among Newly Hired Faculty and Staff, AY 2011-12 through 2015-16

	2011-12	2012-13	2013-14	2014-15	2015-16
Full-time faculty (tenure-track or visiting)	10% (1/10)	20% (3/15)	17% (3/18)	0% (0/4)	22% (4/18)
Executive staff (assistant vice president or above)	0% (0/2)	100% (1/1)	25% (1/4)	50% (2/4)	50% (2/4)
Other administrative staff	25% (4/16)	4% (1/26)	22% (5/23)	25% (4/16)	4% (1/25)
Total faculty and administrative staff (Goal: 30%)	18% (5/28)	12% (5/42)	20% (9/45)	25% (6/24)	15% (7/47)

Source: Office of Institutional Research

Appendix B

St. Mary's College of Maryland Bias Response Protocol

“Founded on the site of Maryland’s first capital, the College stands as a living legacy to the ideals of freedom and inclusiveness.” The first words of the St. Mary’s College of Maryland mission statement clearly articulates the importance of creating space for a variety of intellectual freedoms while at the same time striving for a learning environment that is free of violence, harassment and discrimination. Achieving our aspirations requires embracing the responsibility to recognize and respond to bias-related incidents that impact our campus and the surrounding community.

This protocol was developed to provide the St. Mary’s College community with information on the process for reporting a bias-motivated offense and resources available for anyone who is a target of such an offense.

Whom can I report to?

If you are the target of or a witness to any bias-motivated incident, we encourage you to immediately contact the Office of Public Safety. Public Safety will begin the process of collecting critical information and they will also share with you the numerous support resources available to you including Counseling Services, LGBTQ Student Services, and the Dean of Students Office. They may also notify the Student Affairs on-call professional to assist you with any follow-up that may be requested.

If you choose, you may also report information anonymously through the Department of Public Safety Silent Witness website: <http://www.smcm.edu/publicsafety/reporting/silent-witness-form/> Because it is anonymous, follow-up by a staff member is very limited. However, reporting these incidents will allow us to understand the types of bias-related incidents that are occurring in our community and assist us in working to ensure they do not continue to occur.

You may also choose to speak with a member of the Bias Response Team privately to explore your options for reporting and/or resolving any bias-related incident.

Leonard Brown, Jr., Dean of Students, lebrown1@smcm.edu
Conor Burke, Student, ctburke@smcm.edu
Katie Gantz Associate Dean of Faculty, klgantz@smcm.edu
Clint Neill, Assistant Director of Student Activities, cbneill@smcm.edu
Melvin McClintock, Assistant Director of Human Resources and AA/EEO Officer,
mameclintock@smcm.edu

What happens after I report?

Depending on the nature of the incident, a formal or informal investigation will be conducted. Formal investigations will be handled by the Office of Public Safety. Informal investigations will be handled by the Dean of Students. Once the investigation is completed, the target of the incident will be contacted to discuss available options for further action. If there is no specific target, the Bias Response Team will work with the targeted group to figure out appropriate next steps.

A member of the Bias Response Team will be in touch with the target of the incident as a follow up to the initial report. The group member will work to ensure resources are made available to the target and assist the target in navigating the different options that may be available to them. The Bias Response Team will assist as much or as little as requested.

In some cases, due to the nature of the incident and/or the impact of the incident on the broader community, the College may deem it necessary to put out an institutional response. This decision would be discussed with the victim(s) of an incident and no identifying information would be shared publically.

Definition of Bias-related incident

St. Mary's College views bias-related incidents as discrimination and harassment. St. Mary's College of Maryland does not discriminate or condone discrimination on the basis of race, sex, gender/gender identity & expression, color, religion, creed, age, genetic information, disability, national or ethnic origin, sexual orientation, or marital status.

Although the expression of an idea or point of view may be offensive or inflammatory to some, it is not necessarily a violation of our Code of Student Conduct or law. While St. Mary's College embraces the free exchange of ideas essential to an academic community of inquiry, we will not tolerate personal threats, real or perceived, or behavior that violates the law or our Code of Student Conduct.

Resources for faculty and staff

Faculty or staff who feel they have been a target of or a witness to a bias-related incident should contact the Office of Public Safety. Public Safety will follow a similar process of information gathering as listed above.

You should also contact Melvin McClintock the Assistant Director of Human Resources/AA/EEO Officer by calling (240) 895-4309 to explore your options for reporting and/or resolving any bias-related incident.

Membership: The Bias Response Team will consist of a cross section of the St. Mary's College community (faculty, staff, administrators, and students) who serve to provide direct support to any individual(s) affected by a bias incident or hate crime, to document the incident for information gathering and archival purposes, and to coordinate responses to incidents of bias that take place on our campus and/or between St. Mary's College affiliated individuals (e.g. employees, students).

Support & Partners: The Bias Response Team will provide direct support by guiding any targeted individuals or witnesses through the process for reporting bias-motivated incidents. The Bias Response Team members will also connect individual(s) to campus resources as additional sources of support. In addition, members will partner with individuals affected by bias incidents and when appropriate hate crimes to identify appropriate responses for address.

Documenting Reports: The Dean of Students will maintain summary reports of bias incidents and hate crimes for information gathering and archival purposes. Through record keeping, the Bias Response Team will be better equipped to identify any patterns of bias and discrimination that exist on campus which will inform the College's efforts towards incident response and diversity education. The names of targets, witnesses, and perpetrator(s) will be excluded from these records for privacy purposes. In addition, documentation will allow the group to evaluate effectiveness of responses with the purpose of improving the College's response and education around incidents of bias and discrimination. Data collection will be coordinated with Public Safety to ensure compliance with the Clery Act with regards to hate crimes occurring on college campuses.

Coordinating Responses: The Bias Response Team will work in conjunction with other campus resources to coordinate responses (e.g. Academic Affairs, Residence Life, Counseling Services) to bias incidents/hate crimes. Responses to bias incidents will be both proactive and responsive. It is our aim that all responses are educative in nature, educating the community on what constitutes bias and the impact bias has on a community. The Bias Response Team will NOT be involved in the investigative aspects of bias incidents. St. Mary's College Office of Public Safety and/or the Office of Human Resources (and when applicable The Sheriff's Office) will continue to be the primary investigators.

Current Bias Response Team Members:

Leonard Brown, Jr., Dean of Students, lebrown1@smcm.edu
Conor Burke, Student, ctburke@smcm.edu
Katie Gantz Associate Dean of Faculty, Klgantz@smcm.edu
Clint Neill, Assistant Director of Student Activities, cbneill@smcm.edu
Melvin McClintock, Assistant Director of Human Resources and AA/EEO Officer,
mamclintock@smcm.edu

Meetings & Membership: The Bias Response Team will meet periodically throughout the academic year to review reported bias incidents and/or to receive relevant training.

Maryland Independent
Colleges and
Universities
Association

Capitol Technology University

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

Stevenson University

Washington Adventist University

Washington College



Cultural Diversity Report

2016

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INTRODUCTION

- **Statutory Requirement**

The Maryland General Assembly passed legislation in 2008 that requires each independent institution that receives State Sellinger funds to 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 the Maryland Higher Education Commission (MHEC). In addition to the campus data, the MICUA report includes an analysis of best practices used by independent institutions to enhance cultural diversity. As defined in statute, “cultural diversity” means the inclusion of those racial and ethnic groups that traditionally have been underrepresented in higher education. As noted in *Maryland Ready: The 2013 Maryland State Plan for Postsecondary Education*, “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 figures for students are disaggregated by race and ethnicity. Based on 2015 IPEDS enrollment data, 34 percent of undergraduate students enrolled at MICUA member institutions are students of color. The fastest growing population at MICUA colleges and universities is Hispanic students. Between 2006 and 2015, Hispanic undergraduate student enrollment increased by 164 percent, while African American undergraduate student enrollment grew by 32 percent. In comparison, total undergraduate student enrollment grew by only 5 percent at MICUA institutions. Based on IPEDS graduation rates, more than half of the MICUA State-aided institutions have eliminated the graduation gap between students of color and the general student population. Colleges and universities also report race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 21 percent of full-time faculty members at MICUA institutions are minority and 7 percent are African American or Hispanic.

- **MICUA Commitment to Diversity**

All 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 2016 Cultural Diversity Report* is a summary of the many programs implemented by Maryland's independent colleges and universities to promote and enhance cultural diversity during the 2015-2016 academic year. 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 reflect new initiatives and emerging trends. A new development over the past year has been the number of ad hoc events, meetings, lectures, discussions, and other activities related to the unrest in Baltimore City.

- **MICUA Cultural Diversity Survey**

In consultation with its member institutions, MICUA developed a survey instrument for independent colleges and universities to report annually on programs that promote and enhance cultural diversity. All 13 MICUA member institutions that receive State Sellinger funds responded in writing to the following survey questions in spring 2016:

1. Does the mission statement of the institution demonstrate a commitment to providing an inclusive learning environment for underrepresented ethnic groups? (Include relevant statements.)
2. Does the institution include diversity goals in its long-range strategic plans? If so, list those goals.
3. Has your institution established an office of diversity and multicultural affairs and/or assigned staff to coordinate programming and oversee the range of issues related to diversity? Describe these efforts.
4. Is cultural literacy a component of the institution's general education requirements or elective programs? (Please describe.)
5. Describe how the institution's print and electronic promotional materials reflect populations with varied ethnicity, race, national origin, age, and gender groups.
6. Describe campus activities and organizations that recognize and celebrate diverse populations, such as clubs, lectures, exhibits, workshops, food tastings, fashion shows, dance performances, films, etc.
7. Provide examples of campus efforts to recruit and support a diverse student population, such as community outreach, college preparation, tutoring, mentoring, financial assistance, intervention services for at-risk students, and college and career advising. Include student support services, orientation programs, first-year seminars, and academic support designed to assist culturally diverse students.
8. Describe financial aid programs or scholarships designed to promote cultural diversity.
9. How involved are students of color in campus leadership? What is the institution doing to encourage students to become involved in leadership?
10. Describe efforts the institution has made in the past year to recruit diverse faculty, as well as mentoring and professional development programs designed to support culturally

diverse faculty members at the institution.

11. How is cultural diversity reflected in the institution's leadership? Describe efforts the institution has made to recruit diverse administrators. Include mentoring and professional development programs in place to support culturally diverse administrators, as well as leadership development programs to encourage and promote persons of color to leadership positions.
12. Describe how the institution assesses its performance in promoting cultural diversity.
13. What program would you like to implement to enhance cultural diversity if resources were available?

EXISTING PRACTICES AND PROGRAMS

- **Mission Statements**

All MICUA member institutions include a diversity component in their mission statements. MICUA institutions are committed to providing an inclusive learning environment and community, and these statements affirm the belief that diversity is essential to a quality education. Listed below are several examples of mission statements adopted by MICUA colleges and universities.

In **McDaniel College's** mission statement, the College is described as “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.”

The mission statement of **Notre Dame of Maryland University** reads as follows, “Notre Dame of Maryland University educates leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition. Notre Dame challenges 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.”

Stevenson University offers undergraduate and graduate students “a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.”

The diversity statement of **St. John's College** reads, "The aim of education offered by St. John's College is the liberation of the human intellect. This is an education for all, regardless of a person's race, ethnicity, sex, religious beliefs, country of origin, economic background, age, disability, or sexual orientation. 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."

The mission statement of **Washington College** reflects a commitment to challenging and inspiring "emerging citizen leaders to discover lives of purpose and passion." The College provides a campus culture that welcomes diversity in thought, identity, and opportunity, and is committed to providing opportunities to engage with diverse students, faculty, and staff.

Maryland Institute College of Art extolls providing all students with a faculty that is "diverse racially, culturally, and in terms of aesthetic direction" as a core component of its mission statement. The College is committed "to make sure that, regardless of race, all students receive an important real-world perspective to the classroom," which is "further enriched by a program that regularly brings other nationally recognized artists, scholars, and critics to campus for residencies, critiques, and lectures."

Diversity is a central component of **Loyola University Maryland's** mission statement, core values, and strategic planning. The mission statement reads, "Loyola encourages openness to new discoveries, ideas, methods, and perspectives, and it actively encourages and celebrates diversity in all forms ... Loyola also seeks to encourage all of its constituents to respect, value, and welcome the inherent value and dignity of each person as a gifted contributor to the community as a whole."

Capitol Technology University's values statement describes the institution as, "an organization with faculty and leadership who stimulate and implement new curricula for the professions we serve, and that benefits a diverse community of learners." The University provides relevant learning experiences that lead to success in the evolving global community and educates individuals for professional opportunities in engineering, computer and information sciences, and business.

Washington Adventist University is committed to admit “students of any race, gender, age, disability, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.” The University “does not discriminate on the basis of race, gender, age, disability, color, or national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.”

Goucher College is dedicated to “a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking ... 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.”

Mount St. Mary’s University includes diversity as part of its mission statement and “strives to graduate men and women who cultivate a mature spiritual life, who live by high intellectual and moral standards, who respect the dignity of other persons, who see and seek to resolve the problems facing humanity, and who commit themselves to live as responsible citizens.”

Hood College highlights building a sense of community in its mission statement by “promoting a vibrant campus environment through student life initiatives that support the academic missions and student success and celebrate diversity and inclusiveness.” The commitment further speaks of “enhancing intellectual, cultural, and social relationships throughout the regional community by developing partnerships with educational institutions, government agencies, and corporations in the greater Washington-Baltimore region.” Hood College also lists “Diversity and Inclusiveness” as part of its core values.

Johns Hopkins University’s *Roadmap on Diversity and Inclusion* issued in February 2016 declares it to be “a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence” and recognizes that “the responsibility for excellence, diversity, and inclusion lies with all of us at the institution: leadership, administration, faculty, staff, and students.” In 2006, the *Principles for Ensuring Equity, Civility, and Respect for All* expressed the University’s vision of “a university culture that is without illegal discrimination and embraces both equity and diversity.” The University’s **Krieger School of Arts and Sciences** envisions

that “a modern college education must unfold in an environment that embraces meritocracy and celebrates diversity. We must ensure the best and brightest will be able to join our academic community without regard to family resources.” The University’s **Whiting School of Engineering** recognizes “the benefits of having exceptionally talented faculty, staff, and students, with a breadth of backgrounds and experiences who infuse new perspectives and ideas to our intellectual community and accelerate innovation.”

- **Strategic Plans and Goals**

Many MICUA colleges and universities recognize diversity as a goal in their long-range strategic plans. MICUA members create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities. For example, **Hood College** advocates to “advance global awareness throughout the Hood community ... and support and advance structural diversity and academic programs that advance the understanding of the full range of human experience.”

In its Institutional Diversity Goals, **Mount St. Mary’s University** pledges to “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.”

Washington College aims to “support and recruit excellent teacher-scholars and staff committed to the distinctive character of a Washington College education.” In order to meet this goal, the College adopted the objective and tactic of increasing the racial, ethnic, and gender diversity of faculty and staff by developing an advertising and recruitment protocol for attracting a more diverse pool of candidates in every full-time faculty search.

Notre Dame of Maryland University maintains a strong and long-standing mission, as reflected in its 2015-2020 strategic plan, which states, “We will provide a dynamic and diverse campus culture where students experience and are empowered by campus citizenship and opportunities for personal and professional success.” Additionally, one of NDMU’s sub-goals is to provide students with opportunities to develop connectedness, empowerment in relationships, and respect for diversity.

Johns Hopkins University’s School of Nursing is currently in the process of developing a new strategic plan that will increase its emphasis on diversity. The current strategic plan includes the following goal and objectives: “To cultivate an environment that embodies the School of Nursing values of excellence, respect, diversity, integrity, and accountability ... and attract and retain an increasingly diverse leadership team, faculty, students, and staff.”

One of the four pillars of the Dean’s *Breakthrough Plan* at **Johns Hopkins University’s Peabody Institute** is Community Connectivity. This focuses on building strong and well-considered relationships within the local region that will enable Peabody to better serve the community. During the past year, a Peabody Diversity Pathway Task Force comprised of faculty, staff, students, and alumni was formed. The Task Force is charged with examining Peabody’s current state of diversity with a focus on under-represented communities, and to establish a long-term plan that addresses the diversity pipeline for students, faculty, and staff. A faculty diversity plan is in place, and a full diversity plan will be established by January 2017.

- **Leadership to Foster Diversity**

Most MICUA member institutions have established offices of diversity and multicultural affairs to demonstrate their commitment to enhancing cultural diversity on campus and have assigned staff to coordinate programming and oversee the range of issues related to diversity. In addition, many colleges and universities have created affinity groups comprised of students, faculty, and staff to complement this work and develop collaborative initiatives to build an inclusive environment.

Goucher College launched the Center for Race, Equity, and Identity (CREI) in fall 2015. It was established by the newly hired Assistant Dean of Students – Race, Equity, and Identity. The Center engages all students in educational and co-curricular opportunities through social justice, intersectionality, and Critical Race Theory. The Assistant Dean of Students supervises the Center’s operations and programmatic efforts for students of color, first-generation and/or socioeconomically disadvantaged students, LGBTQIA students, and international students. To further this work, the College established a one-year appointed position with a Baltimore City community organizer and advocate.

Stevenson University is in the process of hiring an Associate Vice President for Diversity, Inclusion, and Compliance, and an Assistant Vice President for Multicultural Affairs. In 2015, the University created an Office of Multicultural Affairs. A supplementary online bias reporting form was implemented for the campus community to anonymously report matters of interest to the Office of Multicultural Affairs or Stevenson University in general. A Multicultural Advisory Committee was also created in 2015, comprised of faculty, staff, and affinity club leaders. Other efforts to promote diversity include forming a group of Diversity Ambassadors to increase awareness and to foster the knowledge and skills required to create change concerning diversity and inclusion. Stevenson also has a Student Affairs Cabinet that meets weekly to discuss current topics related to diversity and inclusion.

In 2015-2016, the President's Cabinet at **Loyola University Maryland** initiated a series of "Diversity Learning Sessions," including questions surrounding the effectiveness of the current institutional diversity structure. A working group on "employer of choice" took up a similar question as part of the strategic planning process. In addition, Loyola has adopted a multi-office approach to institutional diversity, including ALANA (African, Latino, Asian, Native American) Services, the Center for Community Service and Justice, and a Women's Center. The University has also implemented a multi-position approach through the positions of Assistant Vice President for Human Resources and Title IX Coordinator, Assistant Vice President for Student Development and Title IX Deputy, and Associate Vice President for Faculty Affairs and Diversity.

Johns Hopkins University will launch a new Center for Diversity and Inclusion and a new Center for Student Success in fall 2016. These centers will have additional capacity to address the needs expressed by students and staff. The Center for Student Success, reporting to the Dean of Academic and Student Services, will not only house current mentoring and support programs such as the Mentoring Assistance Peer Program, Johns Hopkins Underrepresented in Medical Professions, and HopIn, but will also expand programming related to scholars and second-year students. The Center for Diversity and Inclusion, reporting to the Dean of Student Life, will include the Office of Multicultural Affairs; Interfaith Center; Office of Lesbian, Bisexual, Transgender, and Questioning Life; and the Office of Gender and Equity (all currently existing offices).

The University's **Bloomberg School of Public Health** has a standing Committee on Equity, Diversity, and Civility (CEDC), which is tasked with "developing and recommending efforts to educate the School community about diversity, equal opportunity, and civility and their importance in the School environment. It monitors those policies and procedures that have been approved by the Advisory Board including recruitment, promotion, tenure, salary equity, termination, and equal program accessibility and opportunity of faculty, staff, and students."

The University's **Applied Physics Laboratory (APL)** supports numerous efforts to create a diverse and inclusive work environment. The Diversity Working Group (DWG) was founded in 1999 to define the actions needed from supervisors and managers to achieve APL's envisioned commitment to diversity. The Diversity Management and Employee Relations (DMER) Section was established as a critical step in furthering APL's efforts to attract and retain a diverse, high quality staff. In addition, APL established the Women and Minority Advisory Council in order to aid the DWG and DMER Section. This body serves as a liaison between APL's female and minority staff, the DWG, and the DMER Section on matters related to the recruitment, professional development, and retention of women and minorities.

Washington Adventist University's Office of Diversity is led by the Vice President for Ministry and has a Diversity Steering Committee to provide vision and guidance. The responsibility of the Committee is to serve as an advisory group, facilitate and coordinate initiatives, develop programs, and support training and conflict resolution. Three Action Teams (administrative, student, and academic) are the voices of the Committee and help ensure accountability.

McDaniel College's Office of Student Diversity and Inclusion provides leadership and direction for the College's initiatives in diversity and multiculturalism; offers programs and provides guidance and assistance, both academic and non-academic, to underrepresented students; supports and coordinates student groups that serve the needs of diverse student populations; and develops programs, services, and training opportunities to promote diversity awareness and understanding within the larger campus community. Specially trained student facilitators called Diversity Empowerment and Education Peers (DEEP) help implement programs and promote awareness on a variety of diversity-related issues.

Notre Dame of Maryland University reconstituted the Institutional Diversity and Inclusion Council to enhance understanding, cooperation, and education about cultural diversity and inclusion on campus during the 2015-2016 academic year. The Council conducted a survey of all the diversity-related programming provided on campus (approximately 70 programs and events) and asked for suggestions for future diversity programs and initiatives. In addition, a new Director of Student Leadership and Inclusion was appointed in July 2015, and NDMU's President, Dr. Marylou Yam, formed a President's Student Advisory Council (SAC) to address issues of diversity and other prominent student concerns on campus.

Last fall, the Office of Multicultural Affairs and International Student Programs at **Hood College** was reorganized to meet the growing needs of students. The former Director of Multicultural Affairs and International Student Programs (OMA/ISP) was appointed as Director of International Student Services, while retaining full-time status. The former Assistant Director of Student Activities was appointed Assistant Director of Student Engagement and Coordinator of Diversity and Inclusion. This position is responsible for multicultural programming and services on campus. The Coordinator also advises several student organizations, including the Black Student Union, La Comunidad (Latino Student Union), and Queer Student Union.

- **Inclusion of Cultural Diversity in the Curriculum**

Most MICUA members include cross-cultural components in their general education requirements. Students satisfy these diversity requirements by taking courses in areas such as ethnic studies, nonwestern civilizations, foreign languages, diversity, and inclusion. Described below are a few examples of undergraduate and graduate courses and programs that promote diversity.

Washington Adventist University has discussions on a regular basis regarding the importance of embedding diversity into the curriculum. For example, the Department of Education consistently emphasizes diversity throughout the curriculum. The Department offers the elementary education and special education dual certification program, and evidence of instruction in diversity can be seen in the course objectives and activities. All teacher candidates are required to complete a course on exceptionalities, which focuses on recognizing and planning

for diverse needs of students in a variety of classroom learning experiences. In addition, the program requires teacher candidates to take coursework in working with diverse students.

McDaniel College's general education requirements are part of the McDaniel Plan, and "Global Citizenship" is an example. The description states, "Student must develop an understanding of the world within and beyond the United States to develop into critical, sensitive, respectful, and compassionate global citizens." To fulfill the requirement, students must take one course with a multicultural focus, and two courses with an international or cross-cultural focus. In addition, McDaniel's Global Fellows Program, launched in 2012, is a curricular/co-curricular program that creates a formal opportunity for students from all academic programs to deepen and broaden their understanding of global issues, develop heightened intercultural competency, and cultivate the skills and attitudes necessary to lead successful personal and professional lives in a global context. At Commencement celebrations in May 2016, the College graduated the first 12 students who completed these requirements, thereby earning the Global Fellows distinction on their academic records.

Maryland Institute College of Art includes cultural literacy as a component of the institution's general education requirements and elective programs. For example, the Animation Department offers students the opportunity to learn about other cultures through both the Paris study abroad program and the History of Animation course. In the Ceramics Department, students are exposed to a diversity of works both in historical and in contemporary art. They study images/techniques and genres of work from every continent where ceramic materials are utilized. Diversity and inclusion also play a role in visiting artist lectures and programs. In spring 2016, MICA sponsored a talk and class demonstration by Tana Kellner and Ann Kalmbach, co-founders and co-directors of the Women's Studio Workshop (WSW). The mission of the WSW is to operate and maintain an artists' workspace that encourages the voice and vision of individual women artists, provides professional opportunities for artists at various stages of their careers, and promotes programs designed to stimulate public involvement, awareness, and support for the visual arts.

Capitol Technology University values and incorporates diversity into the curriculum. For example, the Business and Information Sciences department embeds global and cultural diversity topics throughout the program. Case studies are used to examine topics and issues associated

with cultural diversity. Textbooks are examined to ensure they include diversity issues appropriate to the topic of study. The University states as one of its assessment principles that, “Graduates will be able to demonstrate an understanding of different cultures and values.” Additionally, the curriculum is examined and taught using a global lens, and students are encouraged, and in some cases required, to address cultural diversity in course assignments.

In fall 2015, a cultural competency workshop was piloted for incoming students at **Johns Hopkins University**. As part of the *Roadmap on Diversity and Inclusion*, the institution has committed to making the cultural competency workshop mandatory for incoming students. A working group is organizing the training, piloting the training with students, and developing a “train the trainer” session as well. The University’s **School of Education** offers multicultural education and culturally responsive teaching courses for its Master of Arts in Teaching, Ed.D., and Ph.D. programs. The courses explore the social, organizational, and structural factors influencing educational opportunities, experiences, and outcomes of culturally diverse students. Through personal reflection and analysis, teacher candidates determine the best way to positively impact students, regardless of ethnicity, gender, socioeconomic status, or sexual orientation. A recent audit completed by the University’s **Carey Business School** demonstrated that the “business with humanity in mind” approach is a component in over 80 percent of its course offerings.

- **Publications and Promotional Materials**

MICUA member institutions utilize publications and electronic materials to reach students, prospective students, faculty and staff, and the community. To create a welcoming environment and encourage respect for diversity, MICUA schools ensure that all publications, promotional materials, and websites reflect diverse populations that span ethnicity, race, national origin, age, and gender groups. In addition, information related to events and services for diverse populations is featured in college newspapers, student handbooks, and institutional websites.

Diversity and inclusion are explicit and guiding principles in **St. John’s College’s** materials, including its website and magazine, *The College*, which features stories and profiles from a range of groups, including varied ethnicity, race, national origin, age, and gender. In addition, videos on the admissions portal feature students from various ethnic backgrounds.

Students of color make up more than half the population of **Capitol Technology University**, which reflects its diverse student body in all print and electronic promotional materials. The University includes photos of and articles on students of color in all publications, including the newsletter, *Capitol Chronicle*, which is available online for easy access. The newsletter also features photos and articles on diverse, accomplished alumni and faculty who have made significant contributions to the University and their fields. The University posts diverse photos and articles on its various social media accounts including Twitter, Facebook, and Instagram, among others, to create an inclusive online community.

Washington College is aware of the changing demographics of the students it recruits, as well as the many different kinds of families that make up its entire community of students, faculty, staff, alumni, and supporters. Promotional materials are designed to reflect these broadly diverse populations, and the marketing team works to accurately reflect not only the varied backgrounds of its students, but to showcase their unique strengths, achievements, and outcomes. The College works to have male/female, international/domestic, and racial diversity in its stories and images in a way that accurately reflects the campus population.

Diversity and inclusion are guiding principles in **Loyola University Maryland's** print and electronic promotional materials. This includes the website, videos, advertisements, social media channels, *Loyola* magazine, and admission material for undergraduate and graduate students. Examples can be found throughout the University's website and YouTube channel. For example, the *Humans of Loyola* campaign is a student-run social media initiative that highlights a diverse group of members of the campus community. *Strong Truths Well Lived* is a television commercial, produced in September 2015, representing the diverse campus community. #IServeBecause, which is sponsored by Loyola's Center for Community Service and Justice, features diverse members of the Loyola community through posts on Instagram and Twitter.

Johns Hopkins University's Paul H. Nitze School of Advanced International Studies (SAIS) publishes *SAIS Magazine* as a vehicle for communicating with alumni and friends, as well as current students, faculty, and staff. It has been recently redesigned to appeal to a diverse audience. The summer 2016 issue of *SAIS Magazine* featured a section on "Diversity and Inclusion," as well as a recap of recent public events at SAIS, which included a diverse series of well-known public speakers. The Office of Communications at the University's **School of**

Education regularly produces and disseminates material on its diverse student body, faculty, and programs through various channels—website, electronic newsletters, social media channels, and print handouts. In addition, the website specialist designs the web pages so that they are accessible for students and visitors with disabilities.

- **Activities and Organizations**

MICUA member institutions take a holistic approach to promoting diversity on campus through a combination of student organizations, cultural celebrations, workshops, lectures, and special events to create an inclusive and supportive environment for all.

Stevenson University offers a variety of resources to enhance diverse campus life. Each of Stevenson’s three campuses features a year-long diverse collection of student and regional art in addition to theatre performances, musical productions, and discussions held throughout the year. The Office of Student Engagement hosts DOPE Chats, which have covered topics related to international poverty, Muslim Americans, and how happiness is defined globally. Each department hosts events pertaining to its focus including the “Diverse Perspectives Forum” by the School of Humanities and Social Studies and monthly ethnic food nights by the University’s dining services and the International Student Association. A Diversity Awareness Program is also offered to train student resident assistants through activities on diversity and inclusion to support the residential curriculum in place for campus residents.

In February 2016, **Washington Adventist University** supported the Office of the Provost and Betty Howard Student Success team in the collaborative development and launch of an International Student Program. This program aims to “build community and cultural competencies, promote appreciation for cultural diversity, engage in cross-cultural conversations, facilitate interaction between faculty and students, and create a friendly environment for learning, socializing, and leadership among students.” The Caribbean Student Union, Filipino-American Club, Latino Student Union, and the African Students Association, among other clubs, combined with the celebration of multicultural holidays, including Latino Heritage Week and Native American Indian Heritage Month, to promote diversity throughout the year. Campus Ministries also hosts a weekly convocation which features speakers and presentations on diverse topics.

Maryland Institute College of Art uses art as a medium to encourage its students to engage with other cultures and share their own unique backgrounds. This model is shown across departments from the Learning Center's DisOrder Exhibition, which showcased artwork portraying various physical and mental disabilities, to 13 fiber majors who raised funds for diversity scholarships by designing clothes for the annual Benefit Fashion Show. Students expressed their diverse views through three exhibitions held by Office of Diversity: The Politics of My Body, a study on how society polices bodies based on race and gender; Faithfully Yours, a reflection on all types of relationships; and Third Culture, a reflection on the disconnection felt by international students with American culture. Faculty use a "designers of color" list to broaden and diversify source images shown in lectures and use students' preferred name and gender pronouns to create an inclusive environment. Speakers are often invited such as Mary Roberts, Professor of Art History at the University of Sydney, who spoke on Islamic and Orientalist art.

This past year, the **Washington College** Diversity Committee, Student Government Association, Department of Education, Writing Center, and Office of Intercultural Affairs collaborated to host a guest speaker on campus to address identity. The speaker facilitated workshops for students, faculty, and staff; sat on a panel to discuss the concepts of code switching (individuals suppressing a part of their identity to be accepted by the dominant culture); and code meshing (individuals integrating their identity into the norms of the dominant culture). The Office of Intercultural Affairs also organizes celebrations for International Education Week, Diwali, and the Chinese New Year with the Global Education Office, as well as a Diversity Week every fall semester with the Secretary of Diversity.

Capitol Technology University has several clubs and organizations that support culturally diverse students. The National Society of Black Engineers is active at the regional and national levels in its mission to encourage minorities to pursue engineering and technical-related degrees at the undergraduate and graduate levels. Capitol also hosts the Society of Women Engineers, the largest nonprofit education and service organization representing students and professional women in engineering and technical fields. This organization encourages women to achieve their full potential in careers as engineers and leaders, expanding the image of the engineering profession as a positive force in improving quality of life and demonstrating the value of

diversity. The oSTEM student group unites LGBT students and their allies who are studying in STEM fields.

At **Hood College**, the academic year begins and ends with diversity programming. During orientation, incoming students participate in Harmony at Hood, a program designed to teach new students that anti-bullying, support resources, and inclusive language usage are the norms at Hood. The year ends with a Diversity Leadership Recognition Ceremony that recognizes leaders from all underrepresented populations and includes a donning of the Kente/Serape and a Lavender graduation ceremony. During the academic year, the Coordinator of Diversity and Inclusion, who organizes Harmony at Hood, collaborates with departments across campus to sponsor heritage/history months with documentaries, trivia games, social and cultural programs, fashion and talent shows, musical performances, and special trips.

Johns Hopkins University's Krieger School of Arts and Sciences builds diversity through education and collaboration. In spring 2015, the Black Graduate Student Association hosted a panel discussion titled "Making #BlackLivesMatter: Local Resistance in a National Struggle," which led to a collaborative initiative between student groups to address local community issues. In spring 2016, the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers hosted its Second Annual Distinguished Lecture with keynote speaker Willie E. May, Director of the National Institute of Standards and Technology, and U.S. Under Secretary of Commerce for Standards and Technology. Departmental lecture series feature scholars from diverse fields, exhibits by the Center for Africana Studies and the Latin America Studies program, film viewings, and performances ranging from capoeira demonstrations to Breakbeats poets.

- **Support Team: Recruitment, College Preparation, Intervention, and Community Outreach**

MICUA members take action before, during, and after students apply and are admitted to their institutions, providing students from all backgrounds the opportunity to attend an inclusive institution of higher education and succeed.

The Office of Admissions at **McDaniel College** created a seven-year strategy for new student recruitment that includes work with community-based organizations in multiple states, diversity based campus visit programs and bus tours, and peer mentors, trained by the Director of Diversity and Multicultural Affairs. In 2016, McDaniel and the Howard County Public School System (HCPSS) announced the Teachers for Tomorrow (T4T) program to provide full scholarships, tuition, and room and board to a select group of students who have committed to work in HCPSS for three years after graduation. T4T was created to increase the diversity among HCPSS teachers and the overall workforce, while providing college access to academically talented students with limited resources. The College's Sankofa Mentoring program provides mentoring relationships for students from diverse backgrounds, while the Global Bridge program supports multinational students. The Student Academic Support Services (SASS) Office partners with students, faculty, and staff to promote students with disabilities to be independent, self-advocate, and achieve their full academic potential. In Maryland alone, the College works with College Bound in Baltimore City, First Generation College Bound in Prince George's County, and both College Tracks and College Directions, Inc. in Montgomery County, organizations that provide access to higher education for at risk, low-income, or first-generation students.

Under the leadership of its new President, Sheila Bair, **Washington College** launched George's Brigade. This new program works with high-performing students whose families would otherwise not have the resources to pay for higher education. Students who are selected to participate have their full needs met, including room, board, and comprehensive support programs to help them succeed from initial enrollment through graduation. The College also introduced test optional admissions and has spread its recruitment efforts across the globe, enrolling students from 35 states and 40 nations, including a substantial population of students from China and India.

Goucher College expanded its diversity recruitment efforts this year with an 11-point plan that incorporates in-person student recruitment in 31 states and on-campus enrollment assistance for students and families. The plan includes travel assistance for visits by multicultural students during spring on-campus admissions events and visits to college fairs, schools, and organizations that serve underrepresented populations such as Schuler Scholars and the Baltimore Urban League Seminar. Goucher was the first institution in the nation to use student-submitted videos

as the decisive factor for admission by offering the Goucher Video Application (GVA). Nearly 52 percent of students who applied with the GVA self-identified as minority. For the past two years, accepted students have been brought into Baltimore for a community service greening initiative during orientation. More than 500 students, faculty, and staff cleaned parks throughout South Baltimore, collecting 14,337 pounds of trash. Community outreach continues throughout the year with Goucher's Futuro Latino Center. Each semester, 70 students serve over 100 local immigrants through offering weekly courses in ESL, computer literacy, and more. In addition, the highly popular Goucher Prison Education Partnership (GPEP), which started in 2012, enrolls 60 students at Maryland Correctional Institution for Women and the Maryland Correctional Institution – Jessup, who are taught by Goucher faculty, volunteer students, and professors from other institutions.

This year, **Mount St. Mary's University** continued ongoing efforts to promote diversity on its campus and other campuses through membership on the Washington Regional Task Force (WRTF) Against Campus Prejudice. The WRTF provides professional development to address prejudice and bias, promote diversity and inclusion, and advocate for social justice. The Native American Scholarship Program, Third Century Scholars Program, and other minority oriented scholarships are also offered. All students are assigned academic advisors and mentors who serve as first-year seminar professors and coordinate small bi-weekly classes to maintain contact between advisors and students. Through these efforts and the Mount's commitment to diversity, the University welcomed the Class of 2020, consisting of 37 percent minority students, as the most diverse in its history.

Loyola University Maryland continues to provide a diverse and inclusive campus environment by offering an array of programs and student groups which form a solid support network. First-year students are paired with upperclassmen through the ALANA Mentoring Program to supplement biweekly academic and career enrichment workshops offered to all students to teach critical skills for success including time management, study tips, and different learning methods. ALANA Services' pre-fall Multicultural Awareness Program assists 30 first-year students in acclimating to campus life through academic enhancement, intercultural exploration, social adjustment, and community service. ALANA Services further provides the Ignatius Scholars Program for 30 first-year students who identify as first-generation, demonstrate significant

financial need, or come from a diverse background. This program, which offers assistance with the academic and social transition to college life, is made possible through ALANA Services' collaboration with the Academic Advising and Support Center and a grant from the Maryland Higher Education Commission.

Stevenson University values on-campus diversity, and to this end, organizes events and programs to foster an inclusive environment. The Office of Academic Support provides tutoring services from diverse tutors and staff on all campuses via the Academic Link and has collected donations from the community to create an on-campus food pantry for students with food insecurities. The University also offers social support for all students. For example, Partnerships and Student Success pairs at-risk students with mentors for weekly meetings, and the First Gen Support Group supports first-generation students in the academic and social transition to university life. Stevenson also actively recruits diverse students through the Coordinator of Multicultural Recruitment in Undergraduate Admissions, community outreach events with organizations that serve diverse students, and scholarships for students in diversity-based organizations. Stevenson extends its support of diverse students with workforce preparation during the annual Diversity Career Expo. The Expo highlights diversity recruiting initiatives of various employers, allows students to have candid conversations around diversity recruiting, creates pathways for employers to see diverse, capable Stevenson students, and facilitates connections between students and potential employers.

Operating under the belief that diversity of background and experience enriches the **St. John's College** community, the College encourages diversity of students and thought on campus. The Admissions Office acts on the campus' commitment to diversity by offering fly-in programs, organizing special tours for prospective students, and hosting the Summer Academy, an on-campus summer college experience for high school students. The College also exposes students to diverse populations by offering opportunities to engage with and give back to the greater Annapolis community. St. John's students lead tutoring programs at the Stanton Community Center and at Bloomsbury Square Community Center for kindergarten through eighth grade students. The student-run group, Project Polity, also helps forge sustainable relationships between the College and the community. In 2015, 50 students collected 860 pounds of food to donate to the local Light House Shelter during Project Polity's annual food drive trick-or-treat

event. St. John's also sponsors a Dr. Martin Luther King, Jr. dinner, a Fannie Lou Hamer award event, and a MLK Lift Every Voice concert to further celebrate diversity.

Maryland Institute College of Art prides itself in creating many levels of support services, programs, and activities for diverse students. The Diversity Mentor Network, now in its 24th year, has evolved to mirror the growing population of diverse students, expanding to provide first-year Hispanic/Latino, Asian, Native American, and LGBTQIA students with mentors who are upper-class students. To support and yield a diverse incoming class, the Network involves international mentors to address the concerns and needs of students enrolled through the College's expanded international recruitment efforts. The Office of Admissions also added a full-time international counselor and introduced prospective international students to current MICA students with geographical or cultural connections to facilitate mentoring relationships and answer questions. The Office of Admissions and the Office of Diversity and Intercultural Development also hosted MICA In-Depth, an all-expenses paid prospective student weekend that introduced already-admitted MICA students to the campus culture, student body, faculty, classes, and the surrounding Baltimore area.

Many of the courses at **Washington Adventist University** have embedded service components to reinforce the importance of diversity within the community. WAU expanded its campus-wide "Service Day" to two full days (one in the fall and one in the spring) and formed a committee with academic department chairpersons to link each service assignment to academic course objectives. Individual WAU departments utilize their specialty areas to serve the community, such as the Department of Nursing, which includes clinic-based service activities for underserved local areas in many of its courses. Students in biology and chemistry courses, along with pre-service education majors, serve in diverse local elementary schools. Social work majors and students in campus ministry programs also participate in community service projects. The Office of Enrollment Management sponsored a day on campus for eighth grade students from a number of schools in the community, giving more than 200 students, the majority of whom were students of color, an introduction to college life and the college application process.

Hood College ensures its campus reflects the surrounding population through the recruitment of students from urban areas such as Baltimore and Washington, D.C. Hood recruiters also maintain contact with guidance offices and college advisors at high schools in these areas. In the

preparation of marketing brochures, pictures are selected to reflect the diverse populations they recruit and to accurately reflect the current student population at Hood. Once students are on campus, those who self-identify as minority members are encouraged to join Multicultural Buddies, a peer mentoring program comprised of current students who help first-year students with their adjustment to campus. International students at Hood can join a similar program called International Buddies and are assigned host families who play a vital role in their transition. The Center for Academic Achievement and Retention offers general studies and mathematics for students who need assistance in improving basic reading, writing, and mathematics skills and provides tutors who mirror the demographics of Hood's campus. First-year students who need to sharpen these basic skills can also join the First Year Seminar pilot program.

Under its mission to educate a diverse community of learners, **Capitol Technology University** provides internal programs and engages in meaningful partnerships to recruit and retain diverse students. To recruit high-ability, high-need STEM students, in 2013 Capitol secured a five-year, \$655,000 grant from the National Science Foundation (NSF). The University also offers the Capitol Institute for Student Success, a free program for at-risk entering freshmen that provides developmental coursework in math and English during the summer months. The University maintains active ties with the College Bound Foundation, an organization that encourages and enables Baltimore City students to pursue higher education, and was a founding member of First Generation College Bound, which encourages and empowers youth from low to moderate income families to pursue higher education.

Notre Dame of Maryland University welcomes diverse students to campus by embedding diversity and inclusivity initiatives into student leader training, June orientation, Welcome Week, and NDMU 100 (First Year Seminar). All staff who participate in these activities are required to take diversity awareness training. Counselors in the Counseling Center are provided clinical training and supervision throughout the year to develop multicultural competencies and sensitivities. The training broadens the counselors' understanding of the roles that a student's culture, identity, ethnicity, race, gender, and other aspects of diversity play in the counseling process. This year, the Athletics Department was awarded the NCAA Ethnic Minority and Women's Internship Grant, which provides a two-year paid athletics internship to an ethnic minority or woman who is seeking a career in athletics. The University also grants tuition

remission and housing to the recipient of this award. For the past two years, the University has offered Sister Circle, a weekly support group for women of color.

Each college, school, and division at **Johns Hopkins University** provides unique programs to promote diversity among students and faculty. For example, the Admissions Office in the **School of Nursing** has a strategic recruitment plan that includes visiting diverse colleges and universities, including historically Black colleges, and hosting exhibits at various conferences. Exhibits have been held at national and regional conferences of the National Black Nurses Association, the Hispanic Nurses Association, and the Annual Biomedical Research Conference for Minority Students, among others. Faculty members attend and incorporate information about the School's programs into conference visits to attract underrepresented minorities.

The University's **Whiting School of Engineering** houses the majority of its community outreach programs in the Center for Educational Outreach (CEO). The CEO serves 2,500 kindergarten through twelfth grade students and teachers in Baltimore to develop community partnerships and increase exposure to and interest in STEM for underserved communities and schools. One prominent example of these programs is a 10-year partnership with Barclay Elementary/Middle School to develop a project-based curriculum that emphasizes critical thinking and engineering. For graduate students, the Office of Graduate Admissions provides fee waivers or reduced fees for applicants from select organizations which serve underrepresented and minority populations. The School has also started attending and recruiting at the California Forum for Diversity, Graduate Horizons (graduate school mentoring for Tribal Nation students), and the EOP STEM Diversity Expo, which focuses on students with disabilities and veterans.

Students of color in the University's **School of Medicine** maintain leadership roles through the Student National Medical Association, Latino Student Medical Association, Asian Pacific Medical Student Association, and the Biomedical Scholars Association. Students of color also serve on the Medical Student Senate (MSS), which is involved in creating and evaluating the School's policies. To recruit diverse faculty members, the School utilizes non-traditional networks, such as historically Black and Hispanic institutions, to identify and increase a diverse pool of applicants. The Associate Dean for Diversity and Cultural Competence provides an "Unconscious Bias" presentation and serves on all leadership search committees, ensuring that diversity is demonstrated in each search.

- **Targeted Financial Aid Programs**

On Maryland Independent Higher Education Day, held on February 11, 2016, leaders of the 13 MICUA member institutions stood together and announced their participation in the Guaranteed Access Partnership Program (GAPP). This first-of-its-kind program was launched to reduce college costs and moderate student debt for Maryland high school students who lack the financial resources to afford an independent institution. Through this program, MICUA institutions will match up to the maximum amount (\$17,900) of the State's Guaranteed Access (GA) grant, for up to four years. This means that students who complete the FAFSA, show financial need, and attend a MICUA member institution may be eligible to receive up to \$35,800 per year or \$143,200 over four years toward their college degree.

MICUA member institutions also offer individual need-based and merit-based scholarships to promote diversity on their respective campuses. For example:

McDaniel College offers many financial aid opportunities as a way for underserved and underrepresented students to obtain a college education. McDaniel makes competitive scholarships available for CollegeBound and CollegeTracks students, which has led to increased awareness of the College and an increase in applications from Baltimore area students. To encourage students with various collegiate experiences to attend the institution, transfer scholarships are offered, ranging from \$8,000 to \$18,000 annually. Current full-time undergraduate McDaniel students who have exhausted all sources of aid, demonstrate financial need determined by the FAFSA, have completed at least 15 credits at McDaniel College, and have a minimum 2.0 GPA can receive support through the McDaniel Opportunity Award. McDaniel College Grants, which range from \$2,000 to \$27,000, are also available to students who demonstrate financial need.

To create an on-campus community reflective of the multicultural world off-campus, **St. John's College** provides both need-based and merit-based scholarships. Approximately 70 percent of students at St. John's receive need-based financial aid, amounting to an average financial aid package of \$40,524 toward tuition. Many need-based awards are granted through the Hodson Trust. For instance, the Hodson Trust Scholarship provides four-year grants to students who demonstrate academic promise and financial need, and the Hodson Trust Internship Program

funds student internships in the U.S. and abroad, exposing students to different cultures and career fields. The Ertegun Education Fund, created with a donation by an alumnus' widow, offers need-based financial aid to students of Turkish heritage or who are from Turkey, while the College offers its own need-based financial aid for international students of any ethnicity. The College's need-based financial aid program enables students and families from all economic backgrounds to afford the College.

Mount St. Mary's University offers multiple scholarship and grant opportunities for minority students and students with financial need, which supplied 98 percent of last year's freshmen class with financial aid. In 2007, the University established the Third Century Scholars Program to recruit and assist low-income, underrepresented Washington, D.C. metro area students who are working toward a college degree and want to serve and lead in their communities. The program provides students with scholarships as well as mentoring and social support. Also established in 2007, the Native American Scholars Program recruits students from the St. Labre Indian School in Montana. Each student receives a Presidential Scholarship that is matched by St. Labre, as well as guidance and support in adjusting to university life. The Center for Student Diversity maintains a rotating list of scholarships available for minority students on its website and on a "Scholarship Board" at the University, making financial aid opportunities easily accessible for students.

Goucher College established the Education Opportunity Program (EOP) in 2006 to reflect the College's commitment to diversity. The EOP provides first-generation, socioeconomically disadvantaged students from Maryland with a four-year financial aid award exclusive of loans. The College offers EOP students financial aid through the Alston EOP and the need-based Feinblatt Scholarship for undergraduate students. The College also provides several endowed scholarships for multicultural students: the Bell Scholarship funds Asian students or American students of Asian descent; the Brady Scholarship funds international students; the Demere Scholarship aids international students who intend to return to their home country following their Goucher studies; the Hearst Scholarship is awarded to economically disadvantaged students from urban schools in Baltimore; and the Waitzer Scholarship provides need-based financial aid to international students from non-western countries in Africa, Asia, Latin America, and the Middle

East. These scholarships are made possible through gifts from alumni, foundations, employees, and others who understand the value of a Goucher education.

A strong need-based grant assistance program is part of the infrastructure of **Loyola University Maryland** as a way to support a diverse campus climate and make a Loyola education available to all. Full-time students who demonstrate financial need are eligible for between \$200 and \$38,275 from the Loyola Grant, the amount of which is dictated by need and the availability of funds. The competitive Marion Burk Knott Scholarships are four-year, full-tuition scholarships for incoming Catholic freshmen residing in the Archdiocese of Baltimore who show great academic merit and demonstrate financial need. A list of privately-funded scholarship opportunities is maintained on the website of Loyola's ALANA Services and, in collaboration with the Office of Financial Aid, these opportunities are promoted to the students they are designed to serve.

Johns Hopkins University's Applied Physics Laboratory (APL) introduces students to postsecondary education early by sponsoring Maryland Mathematics, Engineering, Science Achievement (MESA). This STEM initiative, for Grades 3 through 12, targets students who are traditionally underrepresented in STEM fields, such as minority and female students, and offers annual scholarships to students planning major in STEM at a two-year or four-year institution.

- **Student Leadership**

Diverse students are involved in all aspects of campus life and in key leadership positions at MICUA colleges and universities. Generally, leadership opportunities teach skills for diverse populations, provide strategies to create an inclusive community, address the challenges of underrepresented minorities, and prepare students to be successful in post-graduate life. Some examples of particularly effective leadership programs are described here.

Students of color at **McDaniel College** are involved in all aspects of campus life and are leaders in the Student Government Association, Greek organizations, and other student-led organizations on campus. The Office of Student Diversity and Inclusion works with students to develop leadership skills and meets monthly with the presidents of the organizations that fall under its umbrella. The Director of Student Diversity and Inclusion took six students to the African American Student Leadership Experience in Washington, D.C. in January 2016. McDaniel

students have led efforts to expand the Sankofa Mentoring Program, as well as bring together various multicultural student organizations and develop new ways to build communication among the groups. Students have also been instrumental in the development of the College's Global Bridge program, which runs with the support of a team of student mentors, most of whom were in the U.S. less than five years before arriving at McDaniel College.

Maryland Institute College of Art has created a program called iLead, which promotes student leadership opportunities in campus offices, clubs, and organizations. In iLead, 47 of the 251 applicants were minority students, representing 13 percent of the total minority students campus-wide. MICA's Office of Diversity and Intercultural Development hired over 15 student positions, the majority of which were filled by students of color who serve as student programmers and mentors for other students of color, LGBTQIA students, transfer students, and international students. Likewise, diverse students are represented in other student positions on campus including the Student Activities Office, Residence Life, and the Joseph Meyerhoff Center for Career Development.

At **Washington Adventist University**, student leadership positions are open to all, and major student leadership roles reflect a highly diverse group. The University encourages students to expand their leadership potential by providing opportunities for leadership in small groups, as well as with larger clubs, and the Student Association. The Student Association is comprised of students from various racial and ethnic groups, as representative of the institution's diverse student body. An annual Student Leadership Retreat is held in August of each year that includes Student Association leaders, resident assistants, and campus ministers. Also, the institution's governance structure places students on various committees that govern the University. Students are selected to ensure that a diverse mix of backgrounds and cultures is interwoven throughout the committee structure.

Students of color make up 55 percent of **Capitol Technology University's** student body and most of its leadership positions. The Society of Women Engineers is the largest nonprofit educational and service organization on campus, representing student and professional women in engineering and technical fields. The Student Leadership Advisory Board, acts as the student programming board on campus, by planning and supporting on-campus social events.

At **Goucher College**, students of color are well-represented in campus leadership roles, participating on class executive boards and Student Government, as well as serving as First-Year Mentors, Resident Assistants, and as leaders of various clubs and organizations on campus. When recruiting students for campus leadership roles, departments actively work to recruit students who accurately reflect the demographics of the campus. The College's newly created Center for Race, Equity, and Identity also employs students in leadership roles. Students of color participate broadly in leadership programming, including the Senior Leadership Capstone Experience, Emerging Leaders Program, and Goucher Leadership Council. Several of Goucher's annual student leadership awards specifically recognize students who work to combat prejudice, promote understanding among people of different backgrounds and ethnicities, and uphold Goucher's Community Principles. Goucher continues to participate in the Baltimore Collegetown Network's LeaderShape Program—a service-oriented leadership development program that helps students develop and actualize a vision to collaboratively work towards making a difference in Baltimore communities.

At **Notre Dame of Maryland University**, students of color have become increasingly involved in formal and informal campus leadership opportunities, including cultural identity groups, honor societies, professional organizations, and campus ministry. They are also frequently recognized through awards combining scholarship, leadership, and service. During the 2015-2016 academic year, 40 percent of the Residence and Commuter Life student staff were students of color. In addition, the Residence Hall Association's executive board was comprised of 40 percent students of color, while the Road Scholars (Commuter Student Organization) was comprised of 75 percent students of color.

Stevenson University strongly encourages students to become involved on campus. Students have opportunities to work for various offices and departments on campus, to run student clubs and organizations, and to work as specialized peer educators and leaders through Career Services, Academic Support, Residence Life, Admissions, and the Wellness Center. Cultural organizations on campus provide many students with leadership opportunities. Each of these organizations has representation on the Multicultural Advisory Council to provide feedback, guidance, and support on diversity and inclusion issues on campus. Cultural groups include: Active Minds, African Student Union, Best Buddies, Bethel Campus Ministry, Black Student

Union (BSU), BSU Gospel Choir, Campus Crusade for Christ, Catholic Campus Ministries, Fellowship of Christian Athletes, International Student Association, Jewish Student Association, Male Initiative for Leadership and Excellence, Muslim Student Association, Mustangs for Christ, Organization of Latin American Students, Q Group, Reach out Inspire Support and Empower, Stangs for Social Action, and the Veteran Student Association.

At **Loyola University Maryland**, students of color are deeply involved in campus leadership. Through campus-wide offices as well as in roles specific to diversity efforts, diverse students occupy positions such as the Director of Diversity on the Student Government Association executive leadership team, and leadership positions in ALANA-related clubs and organizations such as the Black Students Association. Diversity Peer Educators (DPE) work closely with ALANA Services to address issues related to diversity, multiculturalism, and race. DPEs strive to promote diversity education and awareness through discussions, film presentations, and programs focusing on race, gender, sexual identity, and physical and mental disabilities. The Pathways to Peer Leadership program is designed for first-year students to start off their Loyola career as leaders, while acclimating to the Loyola and Baltimore community. Pathways to Peer Leadership is a certification training program which trains students on the principles of peer education, listening skills, responding and referral skills, reducing high risk behaviors, confrontation skills, presenting and programming skills, and personal care. The Women's Leadership Workshop provides a unique opportunity for 15 women from each class year to explore and develop their leadership potential under the guidance of three to four professional faculty and staff from the Loyola community.

St. John's College encourages students to participate in campus leadership. All student clubs are initiated and run by students. Many students of varied backgrounds are members of the Student Committee on Instruction and are awarded positions as mathematics, laboratory, and language assistants.

Mount St. Mary's University's Center for Student Diversity offers over 28 leadership positions through various clubs and organizations. The Center, along with other offices in Student Life, strives to encourage leadership involvement from all students. Out of the 343 student leaders in the area of Student Life, 27 percent of these students identify as students of color. The Center houses seven culturally based clubs as well as two gender support initiatives and a peer educator

program that are all led by students of color. The campus has a commitment to leadership, and students are involved in everything from academic clubs to athletics and ministry.

Johns Hopkins University's School of Medicine provides almost every student of color a leadership role, through organizations such as the Student National Medical Association, Latino Student Medical Association, Asian Pacific American Medical Student Association, and the Biomedical Scholars Association. Over the past 10 years, Johns Hopkins students have consistently held national leadership positions through these organizations. Also, several students of color serve on the Medical Student Senate and are involved in creating and evaluating School of Medicine policies.

The University's **Krieger School of Arts and Sciences** and **Whiting School of Engineering** continue to support the graduate-level Diversity Fellows Program. This program provides graduate students with an opportunity to engage in campus life through leadership and service, with a focus on diversity and professional development. In addition, graduate student groups work to implement programming to attract minority students to STEM fields and to expose students to the variety of career paths in STEM fields inside and outside of academia. On the Homewood campus, the student-led Black Student Union (BSU) has been a driving force for change. Following the unrest in Baltimore last year, BSU worked with administrators to hold a town hall to encourage interracial dialogue on issues of race and inequality on campus and in the larger Baltimore community. Further, the Office of Multicultural Affairs supports the development of multicultural student leaders by engaging in ongoing training and debriefing activities for the Mentoring Assistant Peer Program mentors, Students Empowering and Educating for Diversity educators, Men of Color Hopkins Alliance, and leaders of other multicultural student organizations.

Washington College's Office of Intercultural Affairs is launching a new set of student leader positions called the Intercultural Student Advocates. These positions are designed to increase diversity programming in the residence halls, intentional cross-cultural relationship building, and accessibility to trained and passionate students about issues of diversity, identity, and social justice within the residence hall community and larger campus community. The College's DELTA Program (Developing Ethical Leadership Through Athletics) is a new leadership program in the Athletics Department. The program was launched in September 2015 and has

successfully completed its first year of programming. This year, the program included all team captains and Student Athlete Mentors (SAMs), a total of approximately 80 students. This program provides opportunities for students of color to become involved in leadership roles both within their team and within the Athletics Department.

At **Hood College**, students of color make up nearly one fourth of the executive leadership positions out of more than 60 student organizations. This is encouraged through the use of peer mentors, upper-class leaders actively recruiting first-year student leaders, and a culture of highly involved student leaders. Students of color are involved in campus leadership at all levels of responsibility. They hold leadership positions as presidents, executive board members, and committee chairs. The Black Student Union, Queer Student Union, and La Comunidad (Latino Student Union) have each established a tier-based executive structure. Each year, one or more first-year students are elected to positions on the board. This experience allows new students to experience leadership training and growth. Each board has also been encouraged to elect junior-level presidents or chairs. Senior-level leaders and previous position holders are utilized as mentors and guides to train and support current board members. Each board is encouraged to send representatives to, or run for positions on, the Campus Activities Board, Student Government Association, House Councils, and various committees on campus.

- **Diverse Faculty and Administrators—Recruitment, Professional Development, and Retention**

A critical objective for MICUA member institutions is to increase diversity among faculty and administrators. As **Goucher College** President José Antonio Bowen wrote in an April 2016 editorial in the *Baltimore Sun*: “College is a time of self-exploration and identity development, so it’s critical that students have role models and mentors to whom they can relate. Recent events nationwide and in Baltimore have concentrated our focus at Goucher College to re-evaluate ourselves and our culture in terms of how we’re ensuring accessibility and equity on campus in everything we do.” He further stated, “When asked what they value in job candidates, employers again and again say they seek college graduates who are able to solve complex problems while working with people who are different from themselves. That requires diverse communities of learners.”

To reach a wide pool of candidates, job searches for faculty and staff on MICUA campuses are consciously designed to be inclusive. Recruitment notices are placed in traditional higher education publications circulated among underrepresented groups, such as *The Chronicle of Higher Education*, *Diverse Issues in Higher Education*, *Hispanic Outlook*, *Journal of Blacks in Higher Education*, and *Women in Higher Education*, in addition to social media sites and online publications.

○ **Diverse Faculty**

Over the past year, **Stevenson University** has established a new initiative in the area of diversity that is intended to assist in the recruitment of faculty from diverse backgrounds. Specifically, the new position of Associate Vice President for Diversity, Inclusion, and Compliance has been established. The individual occupying this position will be active in all searches to assist in soliciting applications from faculty of diverse backgrounds. Additionally, the Associate Vice President for Diversity, Inclusion, and Compliance will serve as a member of search committees to ensure that all searches are run with appropriate sensitivity to candidates of various cultural backgrounds. Each new full-time faculty member at Stevenson who holds the rank of Assistant Professor or Associate Professor has a Faculty Mentoring and Evaluation Committee (FMEC) to assist in ongoing evaluations and to prepare the faculty member to be successful in the pursuit of promotion to higher ranks. This FMEC consists of the chair of the appropriate department as well as two other faculty members of higher rank, one from within and another from outside the mentee's department. They are chosen by the faculty member in consultation with the chair. The purpose of the FMEC is to provide optimal opportunity for the new faculty member to adjust to the institutional culture and become successful.

At **Loyola University Maryland**, the Office of Academic Affairs has developed recruitment and retention policies that follow best practices in diversity and inclusion for faculty hiring. Once a faculty line is approved, there are mandatory training sessions with search committees, including a component on disrupting implicit bias, external search committee members appointed from outside the department, strategy sessions with the Dean and Academic Affairs on how to build a diverse and talented pool, a mandatory affirmation of the diversity of the pool before proceeding to semi-finalist interviews, and efforts to incorporate best practices and information about

institutional diversity into campus visits. Academic Affairs works with search committees and departments to connect recruitment with faculty development and retention, including a universal tenure-track mentoring program pairing all first-year tenure-track faculty with mentors outside their home department, supported by mentor training and resources on issues faced by minority faculty. In addition, the yearlong New Faculty Orientation includes information about institutional commitments to diversity and resources for minority faculty, including best practices informing monthly conversations about life on the tenure track to demystify the profession and bring attention to patterns that disproportionately affect minority faculty. This year, faculty collaborated on a Faculty Thinkspace on Race and Diversity to provide ongoing community dialogue around how to address race and racism in the college classroom. The University's semi-annual teaching enhancement workshops focused on diversifying Loyola's student body (fall 2015) and diversifying pedagogies (spring 2016). In April 2016, Loyola hosted the Mid-Atlantic Higher Education Recruitment Consortium meeting on fostering diversity.

At **Goucher College** for the 2015-2016 academic year, 54 percent of all new full-time faculty identified with a non-majority cultural group. The faculty recruitment process was revamped to ensure that position listings were posted on a variety of culturally diverse websites. Moreover, position announcements specifically mentioned the College's commitment to diversity. As part of the position authorization and hiring process, departments were asked to assemble diverse search committees and to provide a detailed plan to the Provost describing specific recruitment strategies aimed at attracting a diverse applicant pool. Faculty search committees were also encouraged to include interview questions about inclusive pedagogies. New full-time faculty members participate in a two-day faculty orientation and a year-long development program to provide support with campus acclimation; to discuss classroom and pedagogical challenges; to share information about the reappointment, promotion, and tenure process; and to introduce new faculty to academic support offices. A formal mentoring program runs concurrently with this development program and pairs each new faculty member at Goucher with a senior faculty member. Faculty from underrepresented groups are paired with senior faculty or staff from similar backgrounds whenever possible, and new faculty and their mentors meet informally throughout the year. Specific workshops addressing diversity were included as part of this year's faculty development series.

Notre Dame of Maryland University understands that the recruitment of diverse faculty and staff members is the first step in creating a diverse campus community. Over the past few months, several new minority faculty members have been added to the Notre Dame community. There are a number of activities and initiatives that support the recruitment and retention of highly qualified and diverse faculty. For example, all new faculty are paired with a senior faculty member, which helps establish partnerships that enable faculty to share their knowledge and experiences with one another. Job advertisements include a diversity statement that welcomes diverse applicants, as well as those applicants who value diversity, to apply. This practice reinforces NDMU's mission, values, and goals to broaden institution-wide commitment to diversity and inclusion and to create a campus environment that recognizes and appreciates the talents, skills, and perspectives of every member. The Vice President of Mission conducts a yearlong training for new faculty and senior administrators on the legacy of the School Sisters and the history of the University. This program helps to build an inclusive community and provides new faculty an opportunity to personally experience strength in differences and facilitate relationships that build community. During the 2015-2016 academic year, NDMU participated in the Faculty Institutes Guide to Diversity and Inclusion. Led by a nationally recognized diversity trainer, this program featured activities that challenged assumptions, urged participants to consider aspects of their individual identities, and facilitated strategies to create a more inclusive campus community.

In December 2015, **Johns Hopkins University** announced a \$25 million initiative to increase the diversity of its faculty. The University's schools, colleges, and divisions have a number of strategies in place to recruit diverse faculty and to follow best practices and policies recommended by the Provost's Office. For example, the **Peabody Institute** has developed a Faculty Diversity Action Plan. Members of search committees complete online training, and each committee also has an appointed diversity advocate. In 2015, the **Paul H. Nitze School of Advanced International Studies (SAIS)** began a multi-year effort to attract new faculty and expand the number of full-time, tenure-track faculty at the school. The search committees sought out candidates with diverse backgrounds who could offer different perspectives that could complement and challenge the strengths of the current faculty. Of the seven new hires in fall 2015, more than half are women and three are international scholars. The **School of Education** established a Faculty Development Committee as part of the new Faculty Senate, which works to

ensure that professional development is embedded as a key element in the faculty culture. The **Krieger School of Arts and Sciences** recently appointed an Assistant Dean of Diversity and Inclusion to oversee and coordinate diversity efforts. The **School of Medicine's** Office of Diversity and Cultural Competence has led efforts to recruit talented underrepresented faculty and trainees and to ensure that the School is vigorously pursuing its goal of a diverse climate. In addition, the Dean's Office awards funding for academic plans and projects to support incoming or current underrepresented minority faculty through a competitive process. The Office of Faculty Development creates programs to support and develop diverse faculty as leaders in critical care, medical education, and research excellence, including the Junior Faculty Leadership Program and Leadership Development Program.

○ **Diverse Administrators**

Hood College actively seeks to recruit diverse candidates at all levels of the administration. Currently, four of the College's seven senior level administrators are women. The College uses a search firm to recruit candidates at the senior level, and these firms are informed of the College's commitment to diversity beyond what is traditionally included in job announcements. Recruitment notices for senior level and management positions are placed in traditional higher education publications such as the *Chronicle of Higher Education*, *Diverse*, and *Hispanic Outlook*, as well as other publications, websites, and job placement boards that are targeted to reach specific minority populations. The College's commitment to diversity is also reflected in the makeup of the Board of Trustees, and through the efforts of the Trustee and Governance Committee, the Board is committed to recruiting diverse leadership.

St. John's College has many efforts in place to recruit diverse administrators and to create a campus community that is a welcoming place for people of all racial and ethnic backgrounds. A majority of the administrative positions on campus are held by women. There are mentoring and leadership development programs in place to encourage and support the career progression of culturally diverse administrators. As a small campus community, this work is facilitated through person-to-person interaction and individual care and attention for staff development.

At **Washington College**, racial and gender diversity is reflected in the composition of both the executive leadership team and the Board of Visitors and Governors. The College supports the

professional development of its leadership team through regular participation in professional conferences. In recent years, the College has supported three of its minority members to attend the Harvard Institute for Educational Management, an intensive, total-immersion experience that provides a rare opportunity to assess one's leadership skills, renew one's commitment to higher education, and develop tangible strategies for long-term professional and institutional success.

Maryland Institute College of Art uses search firms to include diverse candidates in the pools they present and ensures that selection panels represent a diverse population. In support of the faculty and administrators of color, the Assistant Dean for Diversity hosts a monthly off-campus faculty and administrators of color dinner to provide resources, conversations, and support. Twice a year, this group meets with the President, Provost, and other allies to discuss campus interests and issues that are most germane to faculty and administrators of color.

Washington Adventist University's leadership clearly reflects the faces of diversity on campus. The University currently has a very diverse student population, and promotes this trend by ensuring that its faculty, staff, and administrators reflect this diversity. Programs in place to support culturally diverse administrators include mentoring and leadership development programs to encourage, promote, and retain persons of color in leadership positions. WAU's mentoring and leadership programs are offered for and are equally accessible by persons of all races and ethnicities. The institution received a significant grant in 2009 to provide master's preparation programs to low income and minority populations.

Johns Hopkins University's Krieger School of Arts and Sciences reports that 48 percent of full-time staff is from underrepresented minority groups. In addition, the School has dedicated resources to advertise in places that attract diverse candidates for director-level positions and above, in order to ensure that they are receiving applicants from underrepresented groups. The **Paul H. Nitze School of Advanced International Studies (SAIS)** administrative staff is particularly diverse, and approximately half of its director-level officers are people of color. In addition, half of its assistant and associate dean staff in Washington, D.C., is female. The **Bloomberg School of Public Health** has made it a goal to increase the number of women who chair academic departments, and has recently recruited a number of academic administrators who are women. The **School of Education** has strong female representation in its leadership

positions, 25 percent of whom are minority. In addition, 36 percent of the School's academic program leads and center director positions are held by women.

- **Evaluation in Promoting Diversity**

MICUA institutions evaluate cultural diversity programs and practices using a range of outside sources and internal campus assessments. For example, the National Survey of Student Engagement (NSSE), which assesses student experiences with diverse populations, is frequently used to inform strategic plans and goals for the institution. Colleges and universities may also add a series of questions specific to the individual campus in conducting surveys to entering first-year students and graduating seniors

McDaniel College has partnered with the Higher Education Research Institute to assess student learning related to diversity. The Diverse Learning Environments (DLE) Survey is based on research that shows that optimizing diversity in learning environments can facilitate achievement of key outcomes, including improving students' habits of mind for lifelong learning, competencies and skills for living in a diverse society, and student retention and success. The DLE captures student perceptions regarding the institutional climate; campus experiences with faculty, staff, and peers; and learning outcomes. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations.

Notre Dame of Maryland University conducts assessments on cultural diversity in a variety of ways, including course evaluations, program assessments, feedback surveys, and standardized instruments such as NSSE, Cooperative Institutional Research Program (CIRP) surveys, Collegiate Learning Assessment, Noel Levitz Student Satisfaction surveys, and the University's own assessment rubrics and surveys. The University's Institutional Diversity and Inclusion Council administered a survey to all campus members during this past spring semester. In addition, Residence Life participated in the EBI Resident Satisfaction Survey that assesses student residential culture surrounding diversity and respect in the residence halls. The University is currently on year two of a three-year initial benchmarking timeline. Between the first and second years of the EBI survey, the institution saw an increase in diverse interactions among students as measured by the survey.

Johns Hopkins University tracks retention, graduation, and satisfaction rates among underrepresented students, as well as progress made in implementing the commitments made in the institution's *Roadmap on Diversity and Inclusion*. This past spring, the University conducted a second LGBTQ needs assessment and will be developing recommendations out of that. In addition, Student Affairs staff members regularly meet with key student groups to gather feedback to inform their cultural diversity programming efforts. The newly established Homewood Council on Inclusive Excellence also plays a role in evaluating campus culture and disseminating diversity data to constituents and stakeholders to increase transparency and to provide accountability for diversity progress. Further, the Diversity Leadership Council, an advisory group appointed by the President, conducts regular campus climate surveys with faculty and staff.

Stevenson University participates in the NSSE, and three of the CIRP surveys are distributed to incoming students, freshmen in the spring of their first year, and graduating seniors. Each of these surveys includes several questions that address satisfaction with and participation in cultural activities on campus, as well as student perceptions of the cultural climate of the institution. The findings from these surveys are shared with executive staff and all members of the campus community, and research briefs and reports are prepared by the Office of Institutional Research and Assessment. Additionally, the University assesses its performance in promoting diversity by analyzing enrollment and other data about diverse students and the campus climate.

Maryland Institute College of Art is open to the critical voices of students, faculty, and staff around the issues of diversity, equity, and inclusion. During the 2014-2015 academic year, MICA students developed and led the Power and Equity Forum, which provided a vehicle for the entire campus community to voice their concerns about institutional needs. At the end of the Forum's first year, a set of recommendations were delivered to the President, which then led to the creation of the President's Task Force on Diversity, Equity, Inclusion, and Globalization. The Task Force is a two-year effort that will conduct an assessment and internal audit of the institution's strengths and weaknesses around diversity, equity, inclusion, and globalization. The Task Force has five subcommittees that will focus more specifically on structure and support, policy and hiring, curriculum, training and awareness, and community engagement.

Loyola University Maryland regularly administers institutional effectiveness assessments to measure recruitment, enrollment, and retention of undergraduate and graduate students by race, gender, religion, first-generation college-going status, and socioeconomic status. In addition, Human Resources collaborates with Academic Affairs and the Office of Institutional Research and Effectiveness on a periodic campus climate survey of undergraduate and graduate students, faculty, staff, and administrators. In 2015, Loyola once again partnered with the Collaborative on Academic Careers in Higher Education to survey tenure-track and tenured faculty about satisfaction across areas of faculty life: teaching, scholarship, service, academic leadership, governance, and work-life balance. The survey provides a snapshot of how different groups experience the institution, and therefore how the institution can better support women, faculty of color, and tenure-track faculty. As an outcome of this survey, Loyola instituted a faculty salary equity study for gender and race/ethnicity, an annual Chair Institute focusing on best practices around diversity and inclusion, and a plan to study implicit bias in student course evaluations.

Washington College uses a combination of the Beginning College Survey of Student Engagement (BCSSE) and the NSSE to understand students' expectations and subsequent experiences of diversity with their social interactions and the curriculum. The results from the NSSE have engaged the campus in further conversations about promoting and celebrating diversity in the areas of campus climate, curriculum, and student learning about diversity. The College's Diversity Committee is creating an assessment plan to examine the institution's diversity initiatives, based on an expansion of the NSSE survey with additional questions that were used in a study funded by the Teagle Foundation in 2009-2011 to develop goals and action items for the institution. In addition, the Director of the Office of Intercultural Affairs reports annually on the work of the office, including data on cultural events and attendance, and has developed four learning outcomes that provide the basis for measuring progress and guiding action items for the institution.

Since February 2015, **Goucher College** has been working with Baltimore Racial Justice Action, an external consulting group, to conduct a series of focus groups with key stakeholders to identify the most significant racial issues facing the institution, and to prepare a plan for addressing these issues over a two-year period. Initiatives have included racial equity focus groups with the Diversity Standing Committee, United Students of Color Coalition,

Administrative Employees Association, President's Leadership Team, faculty, academic affairs staff, student affairs staff, advancement staff, and white students. Assessment surveys have also been conducted with various administrative offices on campus, including public safety, communications, and human resources.

At **Mount St. Mary's University**, all events sponsored by the Center for Student Diversity are evaluated, and those results are collected and evaluated by the Center with the goal of improving attendance, awareness, knowledge, and satisfaction for upcoming events. In spring 2015, the Mount Inclusive Excellence Committee (MIEC) administered a campus climate survey to students. MIEC is examining the results of the survey to derive insights for the University's goals and objectives. The Mount will be able to collect and track useful longitudinal information from this survey.

Hood College is committed to ensuring that students are exposed to many different cultures, ideologies, and opportunities. The College uses a wide variety of instruments to assess its performance in promoting cultural diversity. Throughout the year, surveys such as the Student Satisfaction Inventory, NSSE, internal assessments/surveys, climate surveys, and club and organization evaluations are used to provide important feedback regarding the College's commitment to and progress in promoting cultural diversity. Throughout the College, senior leadership and management teams are working on programs to assess student learning outcomes both inside and outside of the classroom. In March 2016, several administrators, faculty, and staff in student support services participated in a workshop to address assessment and student learning outcomes. Since that time, a Student Life Assessment Team has been appointed to help develop an assessment plan, which will contribute to the general assessment of campus programs and activities, including programs promoting cultural diversity.

WISH LIST

Several MICUA institutions have identified plans to implement new initiatives that enhance cultural diversity, if additional resources were available, including expanding courses, establishing more scholarships, and adding more trips to enhance cultural knowledge. For example, **St. John's College** would like to have additional funding for need-based financial aid; increase academic support for first-generation college students; hold diversity awareness training for student services staff; and reach more students of color, first-in-family, and other underrepresented groups through admissions marketing programs.

The Office of Multicultural Affairs at **Stevenson University** has created short-term and long-term wish lists for enhancements to its current programs. In the short-term category, the University hopes to establish a diversity infrastructure, research and publish a calendar of all religious and spiritual holidays, develop a campus map of single occupancy restrooms, and establish a stand-alone diversity and inclusion office. In the long-term wish list, the University would like to design and administer a diversity and inclusion campus climate survey, formalize a diversity recruitment plan to attract a more diverse population for senior leadership and faculty, explore the historical legacy of the campus, and assess employee interest in establishing employee affinity groups related to diversity and inclusion.

McDaniel College would like to offer a summer bridge program to provide academic support to talented, but underprepared students. With appropriate sources, such a program could be implemented to serve economically disadvantaged students, students of color, and academically underprepared students in a way that supports academic success.

Based on the work of the President's Task Force on Diversity, Equity, Inclusion and Globalization, **Maryland Institute College of Art** would like to engage the campus in a full diversity audit. The audit would include recommendations for developing and systematizing institutional change, and design an integrated, college-wide infrastructure (combination of offices, committees, and research centers) to support a long-term commitment to advance and sustain a diverse, inclusive, tolerant, and globalized campus. MICA would implement a "Question Campaign" as a way to better understand what the campus needs, questions, and already understands. A lead researcher would develop the questions, serve as a consultant, and

complete an audit of programs in relation to Diversity, Equity, Inclusion, and Globalization (DEIG), informed by program learning outcomes and newly added course evaluation questions.

Mount St. Mary's University would like to have a diversity office which collaborates with faculty, staff, and administrators. The University would like to create a comprehensive cultural competency training and certificate for the entire community.

Loyola University Maryland would like to establish a Presidential Task Force on Racial Justice Training, which would be led by faculty with relevant expertise and draw on campus resources and representatives from across divisions and areas. In addition, the department of Academic Affairs is pursuing partnerships to create and develop a diverse and inclusive faculty, including inviting faculty at MICUA institutions to its fall teaching enhancement workshop on "Race in the Classroom," and a potential postdoctoral diversity teaching fellowship with the Association of Jesuit Colleges and Universities (AJCU).

Goucher College would like to further its vision of being a model of transformational education to prepare graduates who can analyze and solve complex problems together with people whose views are different from their own. For example, the College wishes to offer more financial assistance to be affordable to a wider population of students, and support staff in those areas that provide direct academic, co-curricular, and emotional support to students. The College would also like to develop additional programs that promote racial equity and inclusion at the Center for Race, Equity and Identity, and add resources to the new Center for the Advancement of Teaching and Scholarship.

Johns Hopkins University's Bloomberg School of Public Health wishes to enhance its school-wide scholarship programs. One such program is the C. Sylvia and Eddie C. Brown Community Health Scholarship, which supports doctoral students committed to eliminating health disparities in Baltimore and other U.S. urban settings. Another program to be enhanced is the Diversity Summer Internship Program, which offers public health and professional development seminars, a GRE course, faculty mentorship, a 10-week graduate level research experience, and opportunities for students to formally present their work before their peers and faculty. The University's **Peabody Institute** would like to offer several diversity related programs including alternative break trips to promote musical and cultural exchanges and to help under-privileged

communities. Other programs include mandatory cultural sensitivity training for faculty, staff, and student leaders; collaboration with local dining establishments to promote discussions after offering a taste of local cuisine; and working with the Homewood campus in order to enhance the programs offered for Baltimore Scholars. The Offices of Residence Life and Student Affairs would like to host a cultural harmony week which would include various speakers, an Oxfam hunger banquet, and the Human Race Machine, which is an interactive computerized console that allows students to see what they would look like as different races.

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 interest of building on successful policies and creating a blueprint for success, MICUA has identified the following best practices related to the campus environment, students, faculty and administrators, and assessment and evaluation:

- **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. Institutional representatives invite prospective students to visit the campus and introduce them 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) A year-long first-year experience program helps students transition from high school

to college. Guest speakers, book discussions, films, and other activities that focus on issues of race, oppression, power, and privilege, provide an opportunity for dialogue about these issues. In small group settings, students share, explore, and learn about each other'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 degree, 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 into 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 can assist to bring the student 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 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 about 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, and home repairs. Effective service-learning programs allow students to work alongside professionals to rebuild communities. 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 providing 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 including 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.

(31) Flexible scheduling options provide incentives, especially for faculty and staff with young children. Some examples are job sharing, teleworking, 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.

MICUA

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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.





Report on Institutional Programs of Cultural Diversity Volume 3

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Governor

Boyd K. Rutherford
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Analysis of Current and Trend Data

Every five years, the Cultural Diversity Report includes detailed statistical data on the student, faculty, and staff populations of Maryland colleges and universities. These data include information on race and ethnicity, gender, age, educational outcomes, full-time and part-time attendance and employment, and other appropriate categories. Current data are contained in the tables on pages 8-134, while trend data appear on pages 135-139. This brief analysis identifies highlights in current data, followed by some observations on trend data. (Trend data are not available for non-faculty employees.) Please note that the historical data in the trend section are drawn from a different data source than the current data, and so there are slight discrepancies between the current data and the most recent trend data.

Current Data: Student Enrollment

Maryland's community colleges enroll a racially and ethnically diverse population. A plurality (44.2%) of students are white, and nearly one-third (30.6%) are African American. Community colleges also have a fairly substantial Hispanic (9.5%) population, with a smaller population of Asian students (5.5%). The community college student population, however, is disproportionately female, with female students comprising 58.9% of enrollments. Community colleges also enroll a significant adult population; 36.9% of students enrolled in community college in Fall 2015 were aged 25 or older. To be sure, there are substantial institutional exceptions to these general observations. For example, institutions drawing from highly diverse counties and regions, such as Howard Community College, Montgomery College, and Prince George's Community College, enroll higher percentages of underrepresented minorities.

Undergraduate enrollment at Maryland four-year public colleges and universities similarly reflects the diversity of the state's population. White (44.3%) and African American (28.3%) students constitute the majority of the undergraduate population, while Hispanic (7.9%) and Asian (7.8%) students comprise similar shares. However, the gender makeup of the undergraduate population is more equitably distributed than at the community colleges, with female students comprising 51.3% of enrollments. Statewide, over one-third (33.4%) of undergraduate students enrolled at the public four-year institutions are adults, a proportion that does not differ substantially from that at community colleges, although adult students are concentrated at a few four-year institutions (notably Coppin State University, University of Baltimore, University of Maryland, Baltimore, and University of Maryland University College). Again, all of these demographics vary substantially by institution. The state's four historically black colleges and universities (HBCUs) – Bowie State University, Coppin State University, the University of Maryland Eastern Shore, and Morgan State University – account for a large portion of the African American student enrollment; while these four institutions enroll 13.0% of the undergraduates attending four-year institutions, they enroll 37.3% of all African American undergraduates attending four-year institutions.

At the graduate level, Maryland's public colleges and universities reflect very different demographics. Predictably, adult students comprise the majority (81.9%) of graduate enrollments. Foreign students also represent a far more substantial portion (12.8%) at the graduate level than at the

undergraduate level (2.8%), while African American students represent a somewhat smaller percentage (24.7%) of graduate students than undergraduates. However, these totals mask a substantial difference between full-time and part-time graduate students; foreign students represent 24.5% of full-time enrollments, while African American students are 31.6% of the part-time population. The gender makeup of the graduate student body is also less balanced than at the undergraduate level, with females representing 57.0% of the population. This gender distribution is reflected in both the full-time and part-time population. Exceptions to the overall pattern include University of Maryland, College Park and University of Maryland, Baltimore County, which enroll more males than females. Maryland's HBCUs also enroll a much higher percentage of non-African American students at the graduate level (39.1%) than at the undergraduate level (18.8%).

Current Data: Three-Year Outcomes for Students at Community Colleges

Of the 15,909 first-time, full-time freshmen enrolling in Maryland's community colleges in Fall 2012, 19.7% remained enrolled, 7.0% had graduated without transferring to a four-year institution, and 22.0% had transferred to a four-year institution after three years. These retention, graduation, and transfer rates are generally similar by gender, and by gender within race. However, there is a notable achievement gap between races. While 52.9% of white students had graduated, transferred, or were still enrolled three years later, only 39.4% of African American students had done the same. Additionally, there is an achievement gap between adult and low-income students and all students. Only 43.6% of Pell recipients and 36.8% of those first enrolling when 25 or older had graduated or transferred within three years. At the institutional level, however, these results vary substantially.

Current Data: Second-Year and Six-Year Outcomes for Students at Four-Year Colleges and Universities

Of the 14,062 first-time full-time students entering public four-year colleges and universities in Fall 2014, 83.9% returned in Fall 2015. While the retention rates for males and females are fairly similar, these rates differ substantially between races and other demographic groups. For example, Asian students (90.5%) were far more likely than African American students (78.3%) to be retained. Pell grant recipients also had lower retention rates (77.4%) than all students. The lowest retention rates, however, were seen among adult students, of whom 43.6% were retained into the second year. Adult students, consequently, had substantially lower graduation rates as well. (By contrast, adult students at community colleges were about as likely to reach successful outcomes as students overall.)

Among the 14,666 students entering Maryland public four-year colleges and universities as first-time, full-time students in Fall 2009, 66.1% graduated within six years. Again, graduation rates for racial/ethnic groups, genders, and institutions varied substantially. While female students graduated at a rate of 69.1%, 62.5% of male students graduated within six years, a difference of 6.6 percentage points. Of far greater magnitude, however, is the difference among graduation rates by racial and ethnic group. While 80.1% of Asian students graduated within six years, only 44.7% of African American students had done the same. Additionally, overall rates by race also mask large variations by gender within the same race. The 9.6 percentage point achievement gap between African American males and females and the 12.2 percentage point difference between

Hispanic males and females has received considerable attention from policymakers in recent years, but these data show that substantial achievement gaps by gender remain across the major racial and ethnic groups.

Current Data: Faculty

Community college faculties include more whites than either their student or staff populations, but also include a similarly high proportion of females. Nearly three-quarters of all full-time faculty (72.4%) members are white, and 15.6% are African American, while among part-time faculty, 66.4% are white and 20.4% are African American. No other racial or ethnic group comprises more than 5.0% of either the full-time or part-time faculty at the community colleges. The racial distribution is also consistent between genders; 71.9% of male and 72.6% of female full-time community college faculty are white. Among part-time faculty there is a similar trend; 68.2% of males and 65.1% of females are white. There is, however, a substantial gap in overall gender representation, with males comprising only 37.6% of full-time and 42.1% of part-time community college faculty. Of course, both gender and racial/ethnic distributions vary significantly across institutions, with community colleges in diverse service areas having higher -than-average minority representation. Schools with particularly small numbers of faculty, which tend to be located in areas with lower non-white populations, are also reflective of their surrounding populations and employ smaller percentages of minority faculty.

Four-year faculty populations are somewhat more diverse than their community college counterparts, particularly at the full-time level. Among full-time faculty, 58.9% are white. There is also a much higher representation of Asian and foreign faculty members than at the community colleges. This is particularly true among research faculty, where foreign faculty comprise more than a quarter of the total population. Again, however, this differs substantially across institutions. At three of the state's HBCUs (Bowie State University, Coppin State University, and Morgan State University), African American faculty represent a substantial majority of the total faculty population. Among several other institutions, white faculty are a sizeable majority.

It is also important to note that the percentage of African Americans in tenure-eligible faculty positions is substantially higher than the percentage of African Americans in the overall faculty pool at both community colleges and four-year institutions. African Americans comprise 15.6% of the total faculty pool at community colleges and 10.8% at four-year institutions, but 21.1% of tenure-eligible faculty at community colleges and 16.2% of tenure-eligible faculty at four-year institutions. This suggests that the number and percentage of tenured African American faculty should increase in the next few years.

Current Data: Staff

The non-faculty staff population at community colleges reflects a significant difference by gender. Females vastly outnumber males; 63.3% of full-time and 60.1% of part-time staff are female. This gender distribution is almost identical among nearly all racial and ethnic categories. This

pattern also exists among all occupational categories, with the exception of the “clerical” category¹ (90.0% of full-time and 70.3% of part-time staff are female), and the “other” category² (70.4% of full-time and 59.7% of part-time staff are male). These categories include professions traditionally dominated by one gender – female (clerical) or male (other). While white staff members substantially outnumber those of any other racial or ethnic group at the statewide level, this is much more pronounced at some institutions than others. This is, predictably, strongly influenced by the service area of the community colleges; staff are much more likely than faculty to be hired from among the local population, and so the greater the amount of diversity in the surrounding community, the more racially and ethnically diverse an institution’s staff is.

Four-year public colleges and universities, on the other hand, have more equitable distribution of staff by gender; 53.1% of all full-time and 52.2% of all part-time staff members are female. However, this gender distribution varies widely by both race/ethnicity and occupational category. African American female full-time staff members (60.7%) substantially outnumber African American males, while full-time foreign staff members are much more likely to be male (62.9%). Like the community colleges, there is substantial variation by institution. The HBCUs have heavy concentrations of African American staff.

Trend Data: Student Enrollment

Trend data show that between 1995 and 2015, community college enrollments have grown substantially, from 109,119 to 129,407, an increase of 18.6%. However, the magnitude of change has varied by racial/ethnic group and gender. White student enrollments decreased from 71,531 to 57,416. Enrollment increased among students from every other racial and ethnic group. Enrollment growth was particularly strong among the Hispanic student population, which increased from 2,768 in Fall 1995 to 12,410 in Fall 2015, a 348.3% increase. Additionally, while enrollment of both male and female students increased, the growth in enrollment for female students was slower than that for male students. While male student enrollment increased by 11,363 students between 1995 and 2015, from 42,000 to 53,363 in 2015, female student enrollment increased by 8,925, from 67,119 to 76,044. Thus, while enrollment increased for both genders, the increase was disproportional, with male student enrollment increasing 27.1% and female student enrollment increasing only 13.3% over twenty years.

In the twenty years since fall 1995, enrollment at Maryland’s public four-year colleges and universities also increased substantially, growing from 113,738 to 173,959, an increase of 52.9%, although some of that increase is attributable to a change in reporting procedures for the University of Maryland University College, and a truer rate of increase may be closer to 45%. Male and female student enrollments increased by approximately the same amount, with males increasing from 51,381 to 82,293 (an increase of 30,912 enrollments), and females increasing from 62,357 to 91,666 (an increase of 29,309). However, these enrollment increases were not similarly distributed evenly across racial and ethnic groups. White student enrollments, in particular, experienced a comparatively small increase relative to their representation within the student body, increasing from

¹ The Clerical/Secretarial category includes those classified as Office and Administrative Support Occupations.

² The Other category includes those classified as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff.

69,909 to 75,803. African American students, on the other hand, saw enrollments increase from 27,737 to 47,701, an increase of 19,964 students. Hispanic students also saw a substantial increase (378.6%) in enrollments, increasing from 2,564 students in 1995 to 12,272 in 2015.

Trend Data: Three-Year Outcomes for Students at Community Colleges

Trend data at community colleges for the last twenty years show that the achievement gaps for the entering class of 2012 are similar to those that existed for the entering class of 1992. Overall three-year success rates, including those students who remain still enrolled or have graduated and/or transferred, rose slightly for all students, from 45.4% for first-time, full-time students enrolling in 1992 to 48.6% for the entering class of Fall 2012. However, the magnitude of those changes has been experienced differently across racial and ethnic groups. The largest increase in overall success rates occurred among African American students (6.4 percentage points, from 33.2% to 39.6%), while success rates for Hispanic students increased by only 0.4 percentage points, from 48.2% to 48.6%. The gap between the highest and lowest overall success rates among the four largest racial and ethnic groups has closed only marginally, from 29.0 percentage points to 28.6 percentage points. However, the gap between the group with the lowest success rates and all students has closed more substantially, from 12.2 percentage points in 1992 to 9.0 percentage points in 2012. Male students continue to have lower overall success rates than females, though the achievement gap over the past 20 years has closed slightly from 7.7 to 7.5 percentage points. Of particular note when examining trends in overall success rates is that they are remarkably stable across both racial/ethnic groups and gender. The persistence of these achievement gaps is a continuing concern for institutions and policymakers.

Trend Data: Second-Year and Six-Year Outcomes for Students at Four-Year Colleges and Universities

Trend data at four-year colleges and universities indicate that retention rates for the entering class of 2014 represent a 4.9 percentage point increase from that of the entering class of 1994, from 78.9% to 83.8%. Retention rates for all racial and ethnic groups and gender have increased as well, but the overall statewide increase masks variation between groups. For example, the retention rate for white students increased by 5.9 percentage points, but the retention rates for Asian, African American, and Hispanic students increased by 3.2 to 3.4 percentage points. Similarly, while retention rates for males increased from 76.3% to 83.2% (6.9 percentage points), retention rates for females rose from 81.1% to 84.4% (3.3 percentage points). Additionally, achievement gaps continue to persist. The gap in retention rates between the groups with the highest and lowest rates has decreased slightly, from 12.3 percentage points in 1994 to 12.2 in 2014. However, the gap between the group with the lowest retention rate and all students has increased from 3.9 percentage points in 1994 to 5.5 percentage points in 2014. While the gap in retention rates between males and females has shrunk fairly substantially, from 4.8 percentage points to 1.2, a gap remains. Institutions have implemented and continue to develop programs designed to decrease these disparities, but the persistent achievement gaps remain an area of substantial policy concern, particularly given the resources that have been devoted to increasing success for students of underrepresented racial and ethnic groups.

Similarly, trend data show that six-year graduation rates have also increased overall, but with significant differences by group. The graduation rate for the class of 2009 (66.1%) is 7.9 percentage points higher than that of the entering class of Fall 1989 (58.2%). Once again, this increase has

been experienced differently across racial/ethnic and gender groups. While the six-year graduation rate for white students increased by 11.1 percentage points between 1989 and 2009, from 66.8% to 77.9%, the graduation rate for African American students increased by 5.6 percentage points, from 39.1% to 44.7%. Similarly, the graduation rate for female students increased from 63.0% to 69.1%, an increase of 6.1 percentage points, while the rate for male students increased from 53.0% to 62.5%, an increase of 9.5 percentage points.

As with retention rates, the achievement gap in graduation rates has widened. While in 1989, the gap between the racial/ethnic groups with the highest and lowest graduation rates was 30.5 percentage points, the gap among the same groups for students entering in 2009 increased to 35.4 percentage points. The gap between the graduation rate for all students and the graduation rate for the group with the lowest six-year graduation rates has similarly widened, from 19.1 percentage points to 21.4. The reduction of the gender achievement gap may be reflective of the numerous initiatives institutions have developed to improve success of all students, but these and similar efforts have not had a similar effect on the significant and persistent racial achievement gap.

Trend Data: Faculty

An examination of twenty-year trend data for full-time faculty at Maryland's community colleges indicates that the number of faculty has grown from 1,957 to 2,525, an increase of 29.0%. The racial, ethnic, and gender distribution has changed substantially since 1995. While the number of male faculty decreased slightly since 1995, from 1,000 to 954, the number of female faculty increased significantly, from 957 to 1,571. In 1995, males constituted 51.1% of all full-time community college faculty members; today, they constitute just 37.8%. Additionally, while the number of white faculty members increased from 1,682 to 1,832, the percentage of faculty who are white decreased. In 1995, white faculty comprised 85.9% of all faculty members, whereas in 2015, 72.6% of full-time community college faculty were white. Both the numbers and percentages of African American and other race full-time faculty members have increased steadily during that period; African American full-time faculty increased from 183 (9.4%) to 366 (15.3%), and other race full-time faculty increased from 32 (1.6%) to 307 (12.2%).

Maryland's four-year public colleges and universities have also seen rather dramatic changes in the racial/ethnic and gender compositions of their full-time faculties in the last twenty years. While the total number of full-time faculty members has increased from 5,127 to 5,830, an increase of 13.7%, this increase has not been distributed evenly across all racial/ethnic groups or across genders. Although the number of male faculty members decreased from 3,491 in 1995 to 3,132 in 2015, the number of female faculty increased from 1,636 to 2,698 during that same time period. Similarly, the number of white faculty members decreased from 3,929 to 3,719, while numbers of both African American and other race faculty members increased. There was a particularly large increase in the number of other race faculty members during this time period, so that the percentage of faculty members who were neither white nor African American increased from 10.5% to 22.7%.

Conclusion

These general observations indicate that Maryland colleges and universities are enrolling and employing an increasingly diverse population. Outcomes have improved for students in all racial and ethnic groups (although some groups have improved more than others). The faculty has grown more diverse, and the relatively high proportion of nonwhite faculty who are untenured but on the tenure track indicates that this trend will continue – and suggests that institutional efforts to recruit diverse faculty are bearing fruit. Readers are encouraged to examine these data to draw other conclusions about the efforts of Maryland colleges and universities.

Undergraduate Enrollment, Maryland Four-Year Colleges and Universities, Fall 2015

		TOTAL						FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Morgan State University	WHITE	114	1.8%	54	1.8%	60	1.8%	85	1.5%	39	1.5%	46	1.5%	29	4.0%	15	4.5%	14	3.6%
	BLACK/AFRICAN AMERICAN	5,236	82.9%	2,286	78.1%	2,950	86.9%	4,610	82.4%	2,001	77.3%	2,609	86.7%	626	86.7%	285	84.6%	341	88.6%
	ASIAN	40	0.6%	27	0.9%	13	0.4%	33	0.6%	23	0.9%	10	0.3%	7	1.0%	4	1.2%	3	0.8%
	HISPANIC/LATINO, OF ANY RACE	226	3.6%	91	3.1%	135	4.0%	206	3.7%	82	3.2%	124	4.1%	20	2.8%	9	2.7%	11	2.9%
	AMERICAN INDIAN OR ALASKA NATIVE	16	0.3%	6	0.2%	10	0.3%	12	0.2%	3	0.1%	9	0.3%	4	0.6%	3	0.9%	1	0.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	5	0.1%	3	0.1%	2	0.1%	5	0.1%	3	0.1%	2	0.1%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	215	3.4%	93	3.2%	122	3.6%	201	3.6%	86	3.3%	115	3.8%	14	1.9%	7	2.1%	7	1.8%
	UNKNOWN	51	0.8%	28	1.0%	23	0.7%	39	0.7%	21	0.8%	18	0.6%	12	1.7%	7	2.1%	5	1.3%
	FOREIGN/NON-RESIDENT ALIEN	416	6.6%	338	11.6%	78	2.3%	406	7.3%	331	12.8%	75	2.5%	10	1.4%	7	2.1%	3	0.8%
	TOTAL	6,319	100.0%	2,926	100.0%	3,393	100.0%	5,597	100.0%	2,589	100.0%	3,008	100.0%	722	100.0%	337	100.0%	385	100.0%
St. Mary's College of Maryland	ADULT	1,225	19.4%	596	20.4%	629	18.5%	790	14.1%	418	16.1%	372	12.4%	435	60.2%	178	52.8%	257	66.8%
	WHITE	1,250	71.6%	532	70.6%	718	72.4%	1,198	71.2%	506	70.1%	692	72.0%	52	82.5%	26	81.3%	26	83.9%
	BLACK/AFRICAN AMERICAN	139	8.0%	68	9.0%	71	7.2%	137	8.1%	66	9.1%	71	7.4%	2	3.2%	2	6.3%	0	0.0%
	ASIAN	58	3.3%	19	2.5%	39	3.9%	55	3.3%	18	2.5%	37	3.9%	3	4.8%	1	3.1%	2	6.5%
	HISPANIC/LATINO, OF ANY RACE	147	8.4%	63	8.4%	84	8.5%	146	8.7%	62	8.6%	84	8.7%	1	1.6%	1	3.1%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	3	0.2%	2	0.3%	1	0.1%	3	0.2%	2	0.3%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	86	4.9%	37	4.9%	49	4.9%	84	5.0%	36	5.0%	48	5.0%	2	3.2%	1	3.1%	1	3.2%
	UNKNOWN	45	2.6%	25	3.3%	20	2.0%	45	2.7%	25	3.5%	20	2.1%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	18	1.0%	8	1.1%	10	1.0%	15	0.9%	7	1.0%	8	0.8%	3	4.8%	1	3.1%	2	6.5%
	TOTAL	1,746	100.0%	754	100.0%	992	100.0%	1,683	100.0%	722	100.0%	961	100.0%	63	100.0%	32	100.0%	31	100.0%
ADULT	67	3.8%	40	5.3%	27	2.7%	40	2.4%	24	3.3%	16	1.7%	27	42.9%	16	50.0%	11	35.5%	
TOTAL	WHITE	57,968	44.3%	29,971	47.0%	27,997	41.7%	41,226	45.6%	20,356	47.8%	20,870	43.6%	16,742	41.3%	9,615	45.4%	7,127	36.9%
	BLACK/AFRICAN AMERICAN	37,066	28.3%	15,638	24.5%	21,428	31.9%	25,376	28.1%	10,539	24.7%	14,837	31.0%	11,690	28.9%	5,099	24.1%	6,591	34.1%
	ASIAN	10,173	7.8%	5,460	8.6%	4,713	7.0%	8,092	8.9%	4,236	9.9%	3,856	8.1%	2,081	5.1%	1,224	5.8%	857	4.4%
	HISPANIC/LATINO, OF ANY RACE	10,284	7.9%	5,185	8.1%	5,099	7.6%	6,240	6.9%	2,865	6.7%	3,375	7.1%	4,044	10.0%	2,320	10.9%	1,724	8.9%
	AMERICAN INDIAN OR ALASKA NATIVE	368	0.3%	173	0.3%	195	0.3%	189	0.2%	86	0.2%	103	0.2%	179	0.4%	87	0.4%	92	0.5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	417	0.3%	207	0.3%	210	0.3%	148	0.2%	63	0.1%	85	0.2%	269	0.7%	144	0.7%	125	0.6%
	TWO OR MORE RACES	5,292	4.0%	2,373	3.7%	2,919	4.3%	3,818	4.2%	1,665	3.9%	2,153	4.5%	1,474	3.6%	708	3.3%	766	4.0%
	UNKNOWN	5,716	4.4%	2,835	4.4%	2,881	4.3%	2,451	2.7%	1,177	2.8%	1,274	2.7%	3,265	8.1%	1,658	7.8%	1,607	8.3%
	FOREIGN/NON-RESIDENT ALIEN	3,669	2.8%	1,943	3.0%	1,726	2.6%	2,919	3.2%	1,605	3.8%	1,314	2.7%	750	1.9%	338	1.6%	412	2.1%
	TOTAL	130,953	100.0%	63,785	100.0%	67,168	100.0%	90,459	100.0%	42,592	100.0%	47,867	100.0%	40,494	100.0%	21,193	100.0%	19,301	100.0%
ADULT	43,785	33.4%	22,505	35.3%	21,280	31.7%	14,153	15.6%	7,945	16.5%	7,108	14.8%	29,632	73.2%	15,460	72.9%	14,172	73.4%	

Note:
 Adult students are those aged 25 or older in 2015.
Source:
 MHEC Enrollment Information System

Graduate Enrollment, Maryland Four-Year Colleges and Universities, Fall 2015

		TOTAL						FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
St. Mary's College of Maryland	WHITE	22	81.5%	6	75.0%	16	84.2%	22	81.5%	6	75.0%	16	84.2%	0	-	0	-	0	-
	BLACK	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	4	14.8%	2	25.0%	2	10.5%	4	14.8%	2	25.0%	2	10.5%	0	-	0	-	0	-
	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	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN	1	3.7%	0	0.0%	1	5.3%	1	3.7%	0	0.0%	1	5.3%	0	-	0	-	0	-
	TOTAL	27	100.0%	8	100.0%	19	100.0%	27	100.0%	8	100.0%	19	100.0%	0	-	0	-	0	-
	ADULT	2	7.4%	0	0.0%	2	10.5%	2	7.4%	0	0.0%	2	10.5%	0	-	0	-	0	-
TOTAL	WHITE	17,897	41.5%	7,889	42.5%	10,008	40.7%	7,721	41.1%	3,295	39.8%	4,426	42.2%	10,176	41.8%	4,594	44.7%	5,582	39.6%
	BLACK	10,641	24.7%	3,728	20.1%	6,913	28.1%	2,940	15.7%	938	11.3%	2,002	19.1%	7,701	31.6%	2,790	27.1%	4,911	34.9%
	ASIAN	2,858	6.6%	1,273	6.9%	1,585	6.5%	1,401	7.5%	567	6.9%	834	8.0%	1,457	6.0%	706	6.9%	751	5.3%
	HISPANIC/LATINO, ANY RACE	1,994	4.6%	895	4.8%	1,099	4.5%	742	4.0%	302	3.6%	440	4.2%	1,252	5.1%	593	5.8%	659	4.7%
	AMERICAN INDIAN OR ALASKA NATIVE	76	0.2%	26	0.1%	50	0.2%	17	0.1%	4	0.0%	13	0.1%	59	0.2%	22	0.2%	37	0.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	55	0.1%	23	0.1%	32	0.1%	8	0.0%	5	0.1%	3	0.0%	47	0.2%	18	0.2%	29	0.2%
	TWO OR MORE RACES	1,195	2.8%	460	2.5%	735	3.0%	525	2.8%	199	2.4%	326	3.1%	670	2.7%	261	2.5%	409	2.9%
	UNKNOWN	2,893	6.7%	1,286	6.9%	1,607	6.5%	822	4.4%	420	5.1%	402	3.8%	2,071	8.5%	866	8.4%	1,205	8.6%
	FOREIGN-RESIDENT ALIEN	5,523	12.8%	2,982	16.1%	2,541	10.3%	4,590	24.5%	2,546	30.8%	2,044	19.5%	933	3.8%	436	4.2%	497	3.5%
	TOTAL	43,132	100.0%	18,562	100.0%	24,570	100.0%	18,766	100.0%	8,276	100.0%	10,490	100.0%	24,366	100.0%	10,286	100.0%	14,080	100.0%
ADULT	35,322	81.9%	15,613	84.1%	19,709	80.2%	12,829	68.4%	6,001	72.5%	6,828	65.1%	22,493	92.3%	9,612	93.4%	12,881	91.5%	

Note:
 Adult students are those aged 25 or older in 2015.
Source:
 MHEC Enrollment Information System

Three-Year Community College Retention, Graduation, and Transfer Rates, 2012 Entering Cohort

	ALL STUDENTS				MALE				FEMALE				
	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	
Allegany College of Maryland	WHITE	316	17.4%	26.3%	7.0%	125	9.6%	31.2%	10.4%	191	22.5%	23.0%	4.7%
	BLACK/AFRICAN AMERICAN	155	12.3%	3.9%	7.1%	64	9.4%	0.0%	6.3%	91	14.3%	6.6%	7.7%
	ASIAN	1	0.0%	0.0%	0.0%	0	-	-	-	1	0.0%	0.0%	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	3	66.7%	0.0%	0.0%	1	0.0%	0.0%	0.0%	2	100.0%	0.0%	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	-	-	0	-	-	-	0	-	-	-
	FOREIGN/NON-RESIDENT ALIEN	11	9.1%	18.2%	18.2%	6	0.0%	16.7%	33.3%	5	20.0%	20.0%	0.0%
	HISPANIC/LATINO, ANY RACE	12	16.7%	0.0%	25.0%	5	0.0%	0.0%	20.0%	7	28.6%	0.0%	28.6%
	TWO OR MORE RACES	4	0.0%	0.0%	0.0%	2	0.0%	0.0%	0.0%	2	0.0%	0.0%	0.0%
	UNKNOWN	2	50.0%	50.0%	0.0%	0	-	-	-	2	50.0%	50.0%	0.0%
	TOTAL	504	15.9%	18.3%	7.5%	203	8.9%	19.7%	9.9%	301	20.6%	17.3%	6.0%
	PELL	313	14.7%	18.2%	6.7%	120	5.0%	19.2%	9.2%	193	20.7%	17.6%	5.2%
ADULT	50	14.0%	42.0%	4.0%	14	7.1%	57.1%	7.1%	36	16.7%	36.1%	2.8%	
Anne Arundel Community College	WHITE	1,115	15.6%	7.5%	25.7%	582	13.7%	7.6%	23.2%	533	17.6%	7.5%	28.3%
	BLACK/AFRICAN AMERICAN	309	18.4%	4.9%	20.4%	146	16.4%	6.8%	17.8%	163	20.2%	3.1%	22.7%
	ASIAN	73	11.0%	8.2%	52.1%	36	8.3%	8.3%	44.4%	37	13.5%	8.1%	59.5%
	AMERICAN INDIAN OR ALASKA NATIVE	11	0.0%	0.0%	18.2%	6	0.0%	0.0%	0.0%	5	0.0%	0.0%	40.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	11	27.3%	0.0%	9.1%	7	28.6%	0.0%	14.3%	4	25.0%	0.0%	0.0%
	FOREIGN/NON-RESIDENT ALIEN	11	0.0%	0.0%	9.1%	5	0.0%	0.0%	0.0%	6	0.0%	0.0%	16.7%
	HISPANIC/LATINO, ANY RACE	121	17.4%	5.8%	19.8%	62	12.9%	8.1%	12.9%	59	22.0%	3.4%	27.1%
	TWO OR MORE RACES	11	18.2%	18.2%	0.0%	4	0.0%	0.0%	0.0%	7	28.6%	28.6%	0.0%
	UNKNOWN	61	23.0%	6.6%	24.6%	33	12.1%	9.1%	24.2%	28	35.7%	3.6%	25.0%
	TOTAL	1,723	16.2%	6.8%	25.0%	881	13.7%	7.4%	22.0%	842	18.8%	6.3%	28.0%
	PELL	493	18.1%	6.3%	21.1%	206	14.1%	8.3%	18.9%	287	20.9%	4.9%	22.6%
ADULT	91	8.8%	14.3%	5.5%	48	6.3%	18.8%	8.3%	43	11.6%	9.3%	2.3%	
Baltimore City Community College	WHITE	18	16.7%	0.0%	27.8%	12	16.7%	0.0%	33.3%	6	16.7%	0.0%	16.7%
	BLACK/AFRICAN AMERICAN	393	15.8%	4.8%	11.5%	150	10.7%	5.3%	14.0%	243	18.9%	4.5%	9.9%
	ASIAN	4	50.0%	0.0%	25.0%	2	50.0%	0.0%	50.0%	2	50.0%	0.0%	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	-	-	0	-	-	-	0	-	-	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%	0	-	-	-
	FOREIGN/NON-RESIDENT ALIEN	37	24.3%	13.5%	13.5%	18	11.1%	11.1%	22.2%	19	36.8%	15.8%	5.3%
	HISPANIC/LATINO, ANY RACE	6	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%	5	0.0%	0.0%	0.0%
	TWO OR MORE RACES	6	0.0%	33.3%	0.0%	1	0.0%	100.0%	0.0%	5	0.0%	20.0%	0.0%
	UNKNOWN	6	16.7%	0.0%	16.7%	3	0.0%	0.0%	33.3%	3	33.3%	0.0%	0.0%
	TOTAL	471	16.3%	5.5%	12.1%	188	11.2%	5.9%	16.5%	283	19.8%	5.3%	9.2%
	PELL	368	16.0%	3.5%	11.7%	133	11.3%	3.8%	15.0%	235	18.7%	3.4%	9.8%
ADULT	118	24.6%	5.1%	8.5%	50	18.0%	4.0%	14.0%	68	29.4%	5.9%	4.4%	
Carroll Community College	WHITE	520	15.6%	11.7%	25.2%	252	14.7%	11.9%	25.0%	268	16.4%	11.6%	25.4%
	BLACK/AFRICAN AMERICAN	18	33.3%	11.1%	5.6%	6	16.7%	16.7%	16.7%	12	41.7%	8.3%	0.0%
	ASIAN	10	10.0%	10.0%	30.0%	2	0.0%	0.0%	50.0%	8	12.5%	12.5%	25.0%
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.0%	0.0%	0.0%	0	-	-	-	1	0.0%	0.0%	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.0%	100.0%	0.0%	0	-	-	-	1	0.0%	100.0%	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	-	-	0	-	-	-	0	-	-	-
	HISPANIC/LATINO, ANY RACE	12	25.0%	16.7%	25.0%	5	0.0%	20.0%	40.0%	7	42.9%	14.3%	14.3%
	TWO OR MORE RACES	2	50.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%	1	100.0%	0.0%	0.0%
	UNKNOWN	12	16.7%	8.3%	16.7%	11	18.2%	9.1%	9.1%	1	0.0%	0.0%	100.0%
	TOTAL	576	16.3%	11.8%	24.3%	277	14.4%	11.9%	24.5%	299	18.1%	11.7%	24.1%
	PELL	149	18.1%	10.1%	23.5%	64	17.2%	15.6%	25.0%	85	18.8%	5.9%	22.4%
ADULT	15	13.3%	0.0%	26.7%	9	11.1%	0.0%	33.3%	6	16.7%	0.0%	16.7%	

Three-Year Community College Retention, Graduation, and Transfer Rates, 2012 Entering Cohort

	ALL STUDENTS				MALE				FEMALE				
	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	
Cecil College	WHITE	238	23.9%	9.7%	8.4%	124	22.6%	11.3%	11.3%	114	25.4%	7.9%	5.3%
	BLACK/AFRICAN AMERICAN	50	2.0%	6.0%	4.0%	29	0.0%	10.3%	3.4%	21	4.8%	0.0%	4.8%
	ASIAN	7	28.6%	0.0%	0.0%	5	20.0%	0.0%	0.0%	2	50.0%	0.0%	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	10	10.0%	0.0%	20.0%	4	0.0%	0.0%	25.0%	6	16.7%	0.0%	16.7%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.0%	0.0%	100.0%	0	-	-	-	1	0.0%	0.0%	100.0%
	FOREIGN/NON-RESIDENT ALIEN	2	0.0%	0.0%	0.0%	2	0.0%	0.0%	0.0%	0	-	-	-
	HISPANIC/LATINO, ANY RACE	15	6.7%	13.3%	0.0%	8	12.5%	12.5%	0.0%	7	0.0%	14.3%	0.0%
	TWO OR MORE RACES	0	-	-	-	0	-	-	-	0	-	-	-
	UNKNOWN	0	-	-	-	0	-	-	-	0	-	-	-
	TOTAL	323	19.2%	8.7%	7.7%	172	17.4%	10.5%	9.3%	151	21.2%	6.6%	6.0%
	PELL	148	16.2%	6.1%	4.7%	59	11.9%	10.2%	3.4%	89	19.1%	3.4%	5.6%
ADULT	43	4.7%	4.7%	2.3%	19	0.0%	5.3%	5.3%	24	8.3%	4.2%	0.0%	
Chesapeake College	WHITE	267	16.1%	7.5%	28.8%	123	11.4%	6.5%	30.9%	144	20.1%	8.3%	27.1%
	BLACK/AFRICAN AMERICAN	57	22.8%	1.8%	10.5%	27	22.2%	3.7%	7.4%	30	23.3%	0.0%	13.3%
	ASIAN	8	37.5%	0.0%	50.0%	3	0.0%	0.0%	66.7%	5	60.0%	0.0%	40.0%
	AMERICAN INDIAN OR ALASKA NATIVE	2	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	-	-	0	-	-	-	0	-	-	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	-	-	0	-	-	-	0	-	-	-
	HISPANIC/LATINO, ANY RACE	14	21.4%	0.0%	21.4%	8	12.5%	0.0%	12.5%	6	33.3%	0.0%	33.3%
	TWO OR MORE RACES	1	100.0%	0.0%	0.0%	0	-	-	-	1	100.0%	0.0%	0.0%
	UNKNOWN	4	0.0%	0.0%	50.0%	2	0.0%	0.0%	50.0%	2	0.0%	0.0%	50.0%
	TOTAL	353	17.8%	5.9%	26.1%	164	12.8%	5.5%	26.8%	189	22.2%	6.3%	25.4%
	PELL	151	19.2%	3.3%	18.5%	64	9.4%	6.3%	15.6%	87	26.4%	1.1%	20.7%
ADULT	22	22.7%	9.1%	4.5%	8	12.5%	25.0%	0.0%	14	28.6%	0.0%	7.1%	
College of Southern Maryland	WHITE	720	20.1%	9.0%	29.2%	315	17.5%	7.3%	27.9%	405	22.2%	10.4%	30.1%
	BLACK/AFRICAN AMERICAN	362	11.9%	2.5%	19.9%	185	9.7%	1.1%	16.2%	177	14.1%	4.0%	23.7%
	ASIAN	56	16.1%	12.5%	33.9%	26	11.5%	11.5%	30.8%	30	20.0%	13.3%	36.7%
	AMERICAN INDIAN OR ALASKA NATIVE	21	19.0%	14.3%	19.0%	7	14.3%	14.3%	0.0%	14	21.4%	14.3%	28.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	15	13.3%	6.7%	46.7%	2	0.0%	0.0%	50.0%	13	15.4%	7.7%	46.2%
	FOREIGN/NON-RESIDENT ALIEN	8	12.5%	25.0%	0.0%	5	0.0%	20.0%	0.0%	3	33.3%	33.3%	0.0%
	HISPANIC/LATINO, ANY RACE	82	15.9%	6.1%	26.8%	39	15.4%	2.6%	25.6%	43	16.3%	9.3%	27.9%
	TWO OR MORE RACES	24	16.7%	8.3%	25.0%	12	8.3%	8.3%	25.0%	12	25.0%	8.3%	25.0%
	UNKNOWN	7	14.3%	28.6%	14.3%	5	20.0%	20.0%	20.0%	2	0.0%	50.0%	0.0%
	TOTAL	1,295	17.1%	7.4%	26.3%	596	14.3%	5.5%	23.7%	699	19.6%	9.0%	28.6%
	PELL	374	13.1%	6.1%	13.6%	147	6.8%	4.1%	14.3%	227	17.2%	7.5%	13.2%
ADULT	89	13.5%	5.6%	1.1%	43	4.7%	0.0%	2.3%	46	21.7%	10.9%	0.0%	
Community College of Baltimore County	WHITE	1,108	20.8%	5.9%	29.1%	557	17.8%	5.9%	25.0%	551	23.8%	5.8%	33.2%
	BLACK/AFRICAN AMERICAN	1,126	17.6%	1.9%	18.0%	507	14.4%	2.4%	14.4%	619	20.2%	1.5%	21.0%
	ASIAN	151	23.2%	4.6%	38.4%	81	19.8%	4.9%	43.2%	70	27.1%	4.3%	32.9%
	AMERICAN INDIAN OR ALASKA NATIVE	19	21.1%	5.3%	15.8%	10	30.0%	0.0%	20.0%	9	11.1%	11.1%	11.1%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	9	44.4%	11.1%	33.3%	6	50.0%	0.0%	33.3%	3	33.3%	33.3%	33.3%
	FOREIGN/NON-RESIDENT ALIEN	62	22.6%	3.2%	12.9%	33	24.2%	3.0%	15.2%	29	20.7%	3.4%	10.3%
	HISPANIC/LATINO, ANY RACE	130	22.3%	6.2%	21.5%	57	17.5%	8.8%	17.5%	73	26.0%	4.1%	24.7%
	TWO OR MORE RACES	50	14.0%	2.0%	12.0%	19	10.5%	0.0%	10.5%	31	16.1%	3.2%	12.9%
	UNKNOWN	24	12.5%	0.0%	12.5%	16	6.3%	0.0%	0.0%	8	25.0%	0.0%	37.5%
	TOTAL	2,679	19.6%	4.0%	23.7%	1,286	16.7%	4.3%	20.8%	1,393	22.2%	3.7%	26.3%
	PELL	1,454	21.1%	3.0%	16.4%	643	18.0%	3.0%	15.4%	811	23.6%	3.1%	17.3%
ADULT	286	18.9%	7.7%	5.2%	123	8.1%	8.9%	5.7%	163	27.0%	6.7%	4.9%	

Three-Year Community College Retention, Graduation, and Transfer Rates, 2012 Entering Cohort

	ALL STUDENTS				MALE				FEMALE				
	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	
Frederick Community College	WHITE	597	14.7%	12.6%	26.8%	324	12.3%	12.0%	25.3%	273	17.6%	13.2%	28.6%
	BLACK/AFRICAN AMERICAN	119	17.6%	10.1%	20.2%	58	12.1%	10.3%	27.6%	61	23.0%	9.8%	13.1%
	ASIAN	42	28.6%	4.8%	28.6%	17	17.6%	0.0%	29.4%	25	36.0%	8.0%	28.0%
	AMERICAN INDIAN OR ALASKA NATIVE	10	0.0%	10.0%	20.0%	5	0.0%	0.0%	0.0%	5	0.0%	20.0%	40.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	2	50.0%	0.0%	0.0%	2	50.0%	0.0%	0.0%	0	-	-	-
	FOREIGN/NON-RESIDENT ALIEN	3	33.3%	0.0%	33.3%	0	-	-	-	3	33.3%	0.0%	33.3%
	HISPANIC/LATINO, ANY RACE	83	20.5%	9.6%	20.5%	43	18.6%	11.6%	14.0%	40	22.5%	7.5%	27.5%
	TWO OR MORE RACES	9	77.8%	0.0%	0.0%	2	100.0%	0.0%	0.0%	7	71.4%	0.0%	0.0%
	UNKNOWN	2	50.0%	0.0%	50.0%	1	100.0%	0.0%	0.0%	1	0.0%	0.0%	100.0%
	TOTAL	867	17.1%	11.3%	25.0%	452	13.7%	11.1%	24.1%	415	20.7%	11.6%	26.0%
	PELL	236	21.6%	11.4%	12.3%	103	9.7%	10.7%	15.5%	133	30.8%	12.0%	9.8%
ADULT	65	15.4%	29.2%	9.2%	32	6.3%	34.4%	12.5%	33	24.2%	24.2%	6.1%	
Garrett College	WHITE	177	11.3%	14.1%	16.9%	94	7.4%	16.0%	22.3%	83	15.7%	12.0%	10.8%
	BLACK/AFRICAN AMERICAN	92	7.6%	1.1%	7.6%	49	6.1%	0.0%	4.1%	43	9.3%	2.3%	11.6%
	ASIAN	0	-	-	-	0	-	-	-	0	-	-	-
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%	0	-	-	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	5	20.0%	0.0%	20.0%	1	0.0%	0.0%	100.0%	4	25.0%	0.0%	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	0.0%	33.3%	0.0%	2	0.0%	50.0%	0.0%	1	0.0%	0.0%	0.0%
	HISPANIC/LATINO, ANY RACE	9	0.0%	0.0%	11.1%	6	0.0%	0.0%	0.0%	3	0.0%	0.0%	33.3%
	TWO OR MORE RACES	2	0.0%	0.0%	0.0%	0	-	-	-	2	0.0%	0.0%	0.0%
	UNKNOWN	0	-	-	-	0	-	-	-	0	-	-	-
	TOTAL	289	9.7%	9.3%	13.5%	153	6.5%	10.5%	15.7%	136	13.2%	8.1%	11.0%
	PELL	183	6.6%	9.8%	9.8%	85	3.5%	14.1%	11.8%	98	9.2%	6.1%	8.2%
ADULT	8	12.5%	0.0%	0.0%	2	0.0%	0.0%	0.0%	6	16.7%	0.0%	0.0%	
Hagerstown Community College	WHITE	358	12.3%	15.9%	15.4%	180	7.8%	16.1%	14.4%	178	16.9%	15.7%	16.3%
	BLACK/AFRICAN AMERICAN	62	6.5%	12.9%	11.3%	41	2.4%	12.2%	14.6%	21	14.3%	14.3%	4.8%
	ASIAN	15	13.3%	6.7%	33.3%	9	11.1%	0.0%	44.4%	6	16.7%	16.7%	16.7%
	AMERICAN INDIAN OR ALASKA NATIVE	5	20.0%	20.0%	20.0%	4	0.0%	25.0%	25.0%	1	100.0%	0.0%	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	3	33.3%	33.3%	0.0%	1	0.0%	0.0%	0.0%	2	50.0%	50.0%	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	33.3%	0.0%	0.0%	2	50.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%
	HISPANIC/LATINO, ANY RACE	14	14.3%	14.3%	0.0%	8	25.0%	0.0%	0.0%	6	0.0%	33.3%	0.0%
	TWO OR MORE RACES	1	0.0%	0.0%	100.0%	0	-	-	-	1	0.0%	0.0%	100.0%
	UNKNOWN	3	33.3%	33.3%	33.3%	2	0.0%	50.0%	50.0%	1	100.0%	0.0%	0.0%
	TOTAL	464	12.1%	15.3%	15.1%	247	7.7%	14.6%	15.4%	217	17.1%	16.1%	14.7%
	PELL	196	9.2%	11.2%	9.7%	114	6.1%	11.4%	7.9%	82	13.4%	11.0%	12.2%
ADULT	44	6.8%	38.6%	4.5%	28	3.6%	57.1%	7.1%	16	12.5%	6.3%	0.0%	
Harford Community College	WHITE	829	20.5%	9.4%	28.1%	398	14.8%	9.5%	27.6%	431	25.8%	9.3%	28.5%
	BLACK/AFRICAN AMERICAN	178	19.1%	3.4%	16.3%	90	16.7%	4.4%	13.3%	88	21.6%	2.3%	19.3%
	ASIAN	36	27.8%	2.8%	38.9%	14	28.6%	7.1%	35.7%	22	27.3%	0.0%	40.9%
	AMERICAN INDIAN OR ALASKA NATIVE	12	25.0%	25.0%	16.7%	4	50.0%	25.0%	0.0%	8	12.5%	25.0%	25.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	3	0.0%	0.0%	100.0%	1	0.0%	0.0%	100.0%	2	0.0%	0.0%	100.0%
	FOREIGN/NON-RESIDENT ALIEN	4	0.0%	0.0%	0.0%	3	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%
	HISPANIC/LATINO, ANY RACE	58	15.5%	8.6%	13.8%	32	12.5%	6.3%	18.8%	26	19.2%	11.5%	7.7%
	TWO OR MORE RACES	8	12.5%	12.5%	0.0%	5	20.0%	20.0%	0.0%	3	0.0%	0.0%	0.0%
	UNKNOWN	6	0.0%	16.7%	50.0%	5	0.0%	20.0%	40.0%	1	0.0%	0.0%	100.0%
	TOTAL	1,134	20.0%	8.4%	25.7%	552	15.4%	8.7%	24.6%	582	24.4%	8.1%	26.8%
	PELL	378	18.5%	9.3%	15.1%	173	10.4%	9.2%	17.3%	205	25.4%	9.3%	13.2%
ADULT	45	6.7%	8.9%	11.1%	22	4.5%	4.5%	13.6%	23	8.7%	13.0%	8.7%	

Three-Year Community College Retention, Graduation, and Transfer Rates, 2012 Entering Cohort

	ALL STUDENTS				MALE				FEMALE				
	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	
Howard Community College	WHITE	456	18.0%	7.0%	31.1%	258	15.5%	5.4%	30.2%	198	21.2%	9.1%	32.3%
	BLACK/AFRICAN AMERICAN	298	22.5%	1.7%	15.4%	147	19.7%	1.4%	15.6%	151	25.2%	2.0%	15.2%
	ASIAN	108	29.6%	4.6%	36.1%	59	28.8%	3.4%	25.4%	49	30.6%	6.1%	49.0%
	AMERICAN INDIAN OR ALASKA NATIVE	3	33.3%	33.3%	0.0%	2	50.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	8	25.0%	0.0%	25.0%	6	33.3%	0.0%	16.7%	2	0.0%	0.0%	50.0%
	FOREIGN/NON-RESIDENT ALIEN	48	14.6%	27.1%	10.4%	26	15.4%	23.1%	7.7%	22	13.6%	31.8%	13.6%
	HISPANIC/LATINO, ANY RACE	110	28.2%	2.7%	21.8%	48	25.0%	4.2%	18.8%	62	30.6%	1.6%	24.2%
	TWO OR MORE RACES	14	21.4%	0.0%	14.3%	2	0.0%	0.0%	0.0%	12	25.0%	0.0%	16.7%
	UNKNOWN	6	33.3%	16.7%	33.3%	3	33.3%	33.3%	0.0%	3	33.3%	0.0%	66.7%
	TOTAL	1,051	21.6%	5.7%	24.9%	551	19.2%	4.9%	23.2%	500	24.2%	6.6%	26.8%
	PELL	336	26.5%	3.6%	21.7%	165	23.6%	1.8%	23.0%	171	29.2%	5.3%	20.5%
ADULT	47	19.1%	4.3%	10.6%	24	16.7%	4.2%	12.5%	23	21.7%	4.3%	8.7%	
Montgomery College	WHITE	695	19.0%	7.5%	25.6%	406	18.7%	6.9%	24.9%	289	19.4%	8.3%	26.6%
	BLACK/AFRICAN AMERICAN	776	34.1%	2.3%	15.6%	402	32.8%	1.5%	15.2%	374	35.6%	3.2%	16.0%
	ASIAN	368	29.1%	5.2%	35.9%	201	27.4%	4.5%	33.3%	167	31.1%	6.0%	38.9%
	AMERICAN INDIAN OR ALASKA NATIVE	8	12.5%	0.0%	25.0%	2	0.0%	0.0%	0.0%	6	16.7%	0.0%	33.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	11	36.4%	0.0%	45.5%	6	16.7%	0.0%	50.0%	5	60.0%	0.0%	40.0%
	FOREIGN/NON-RESIDENT ALIEN	281	19.6%	11.0%	4.6%	129	17.8%	10.1%	5.4%	152	21.1%	11.8%	3.9%
	HISPANIC/LATINO, ANY RACE	550	31.8%	4.0%	16.2%	270	31.1%	4.1%	13.3%	280	32.5%	3.9%	18.9%
	TWO OR MORE RACES	7	28.6%	0.0%	0.0%	4	50.0%	0.0%	0.0%	3	0.0%	0.0%	0.0%
	UNKNOWN	9	22.2%	0.0%	22.2%	4	25.0%	0.0%	25.0%	5	20.0%	0.0%	20.0%
	TOTAL	2,705	27.5%	5.2%	20.0%	1,424	26.3%	4.7%	19.4%	1,281	28.8%	5.9%	20.8%
	PELL	1,210	35.4%	3.2%	19.8%	579	34.7%	2.6%	18.7%	631	36.0%	3.8%	20.9%
ADULT	301	32.2%	5.6%	5.0%	135	30.4%	5.2%	6.7%	166	33.7%	6.0%	3.6%	
Prince George's Community College	WHITE	41	17.1%	14.6%	19.5%	26	15.4%	19.2%	26.9%	15	20.0%	6.7%	6.7%
	BLACK/AFRICAN AMERICAN	714	23.2%	2.1%	15.7%	348	21.3%	2.0%	12.6%	366	25.1%	2.2%	18.6%
	ASIAN	40	22.5%	2.5%	40.0%	16	25.0%	6.3%	56.3%	24	20.8%	0.0%	29.2%
	AMERICAN INDIAN OR ALASKA NATIVE	6	0.0%	0.0%	0.0%	4	0.0%	0.0%	0.0%	2	-	-	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	3	33.3%	0.0%	33.3%	0	-	-	-	3	33.3%	0.0%	33.3%
	FOREIGN/NON-RESIDENT ALIEN	22	9.1%	4.5%	4.5%	11	9.1%	0.0%	9.1%	11	9.1%	9.1%	0.0%
	HISPANIC/LATINO, ANY RACE	102	30.4%	3.9%	13.7%	44	27.3%	4.5%	11.4%	58	32.8%	3.4%	15.5%
	TWO OR MORE RACES	21	38.1%	14.3%	14.3%	7	42.9%	14.3%	0.0%	14	35.7%	14.3%	21.4%
	UNKNOWN	76	21.1%	6.6%	23.7%	43	14.0%	7.0%	18.6%	33	30.3%	6.1%	30.3%
	TOTAL	1,025	23.4%	3.4%	16.9%	499	20.8%	3.8%	14.8%	526	25.9%	3.0%	18.8%
	PELL	537	24.8%	4.1%	16.6%	244	24.2%	4.5%	14.8%	293	25.3%	3.8%	18.1%
ADULT	113	21.2%	12.4%	9.7%	52	13.5%	19.2%	3.8%	61	27.9%	6.6%	14.8%	
Wor-Wic Community College	WHITE	304	14.1%	8.6%	32.2%	131	10.7%	10.7%	30.5%	173	16.8%	6.9%	33.5%
	BLACK/AFRICAN AMERICAN	105	13.3%	2.9%	24.8%	45	11.1%	4.4%	31.1%	60	15.0%	1.7%	20.0%
	ASIAN	15	6.7%	0.0%	60.0%	6	0.0%	0.0%	66.7%	9	11.1%	0.0%	55.6%
	AMERICAN INDIAN OR ALASKA NATIVE	8	0.0%	0.0%	37.5%	4	0.0%	0.0%	50.0%	4	0.0%	0.0%	25.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	-	-	0	-	-	-	0	-	-	-
	FOREIGN/NON-RESIDENT ALIEN	1	0.0%	0.0%	0.0%	0	-	-	-	1	0.0%	0.0%	0.0%
	HISPANIC/LATINO, ANY RACE	12	0.0%	8.3%	41.7%	6	0.0%	0.0%	33.3%	6	0.0%	16.7%	50.0%
	TWO OR MORE RACES	0	-	-	-	0	-	-	-	0	-	-	-
	UNKNOWN	5	0.0%	20.0%	20.0%	3	0.0%	33.3%	33.3%	2	0.0%	0.0%	0.0%
	TOTAL	450	12.9%	6.9%	31.6%	195	9.7%	8.7%	32.3%	255	15.3%	5.5%	31.0%
	PELL	241	12.4%	3.3%	24.5%	93	6.5%	3.2%	20.4%	148	16.2%	3.4%	27.0%
ADULT	46	8.7%	13.0%	13.0%	22	9.1%	18.2%	13.6%	24	8.3%	8.3%	12.5%	

Three-Year Community College Retention, Graduation, and Transfer Rates, 2012 Entering Cohort

	ALL STUDENTS				MALE				FEMALE			
	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year	BASE COHORT	Still Enrolled	Graduated/ Did Not Transfer	Transferred to 4 year
TOTAL	7,759	17.7%	9.7%	25.5%	3,907	14.9%	9.5%	24.5%	3,852	20.6%	9.8%	26.4%
WHITE	4,814	20.3%	3.0%	16.1%	2,294	17.9%	3.0%	14.6%	2,520	22.5%	3.0%	17.4%
BLACK/AFRICAN AMERICAN	934	24.9%	5.4%	37.5%	477	22.6%	4.8%	36.1%	457	27.4%	5.9%	38.9%
ASIAN	120	14.2%	8.3%	17.5%	55	12.7%	5.5%	10.9%	65	15.4%	10.8%	23.1%
AMERICAN INDIAN OR ALASKA NATIVE	73	26.0%	5.5%	32.9%	33	27.3%	0.0%	30.3%	40	25.0%	10.0%	35.0%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	496	18.3%	11.5%	7.3%	242	16.1%	10.3%	8.7%	254	20.5%	12.6%	5.9%
FOREIGN/NON-RESIDENT ALIEN	1,330	25.3%	5.2%	18.1%	642	23.1%	5.5%	15.0%	688	27.5%	4.9%	21.1%
HISPANIC/LATINO, ANY RACE	160	22.5%	6.9%	11.3%	59	18.6%	6.8%	8.5%	101	24.8%	6.9%	12.9%
TWO OR MORE RACES	223	19.7%	7.6%	23.3%	131	13.0%	9.2%	19.1%	92	29.3%	5.4%	29.3%
UNKNOWN	15,909	19.7%	7.0%	22.0%	7,840	17.0%	6.9%	20.8%	8,069	22.3%	7.1%	23.1%
TOTAL	6,767	21.6%	5.6%	16.4%	2,992	18.1%	5.8%	16.2%	3,775	24.3%	5.5%	16.6%
PELL	1,383	19.5%	10.8%	6.4%	631	13.5%	13.2%	7.9%	752	24.6%	8.9%	5.2%
ADULT												

Notes:
 The base cohort is all first-time, full-time freshmen enrolling in Fall 2012.
 Transfer rates represent students who enrolled at four-year institutions, with or without an award.
 Graduation rates represent students who earned an associate degree or a certificate but did not transfer.
 Students enrolled at more than one institution are counted only once.
 Pell Grant Recipients include students receiving a Pell Grant during the 2012-2013 academic year.
 Adult students are those aged 25 or older in 2012.

Sources:
 Maryland Higher Education Commission, Enrollment Information System, Degree Information System, and Financial Aid Information System

Second-Year Retention, Four-Year Colleges and Universities,
Fall 2014 Entering Cohort

		ALL STUDENTS		MALE		FEMALE	
		BASE COHORT	STILL ENROLLED	BASE COHORT	STILL ENROLLED	BASE COHORT	STILL ENROLLED
Bowie State University	WHITE	10	70.0%	2	50.0%	8	75.0%
	BLACK/AFRICAN AMERICAN	516	71.3%	218	68.8%	298	73.2%
	ASIAN	3	66.7%	1	0.0%	2	100.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	100.0%	0	-	1	100.0%
	FOREIGN/NON-RESIDENT ALIEN	2	100.0%	1	100.0%	1	100.0%
	HISPANIC/LATINO, ANY RACE	14	71.4%	5	80.0%	9	66.7%
	TWO OR MORE RACES	25	60.0%	7	71.4%	18	55.6%
	UNKNOWN	21	61.9%	11	54.5%	10	70.0%
	TOTAL	592	70.6%	245	68.2%	347	72.3%
	PELL	345	66.7%	122	62.3%	223	69.1%
ADULT	5	40.0%	2	50.0%	3	33.3%	
Coppin State University	WHITE	3	33.3%	3	33.3%	0	-
	BLACK/AFRICAN AMERICAN	212	68.9%	64	57.8%	148	73.6%
	ASIAN	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	25	68.0%	9	55.6%	16	75.0%
	HISPANIC/LATINO, ANY RACE	12	83.3%	6	66.7%	6	100.0%
	TWO OR MORE RACES	6	66.7%	0	-	6	66.7%
	UNKNOWN	9	77.8%	3	66.7%	6	83.3%
	TOTAL	267	69.3%	85	57.6%	182	74.7%
	PELL	194	68.0%	62	51.6%	132	75.8%
ADULT	23	47.8%	9	33.3%	14	57.1%	
Frostburg State University	WHITE	445	72.8%	272	69.5%	173	78.0%
	BLACK/AFRICAN AMERICAN	350	83.4%	166	83.1%	184	83.7%
	ASIAN	23	73.9%	9	66.7%	14	78.6%
	AMERICAN INDIAN OR ALASKA NATIVE	1	100.0%	1	100.0%	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	15	80.0%	12	75.0%	3	100.0%
	HISPANIC/LATINO, ANY RACE	55	76.4%	20	75.0%	35	77.1%
	TWO OR MORE RACES	58	67.2%	25	64.0%	33	69.7%
	UNKNOWN	10	80.0%	6	83.3%	4	75.0%
	TOTAL	957	76.8%	511	74.2%	446	79.8%
	PELL	382	77.2%	176	74.4%	206	79.6%
ADULT	2	100.0%	1	100.0%	1	100.0%	
Salisbury University	WHITE	873	83.2%	313	82.7%	560	83.4%
	BLACK/AFRICAN AMERICAN	117	80.3%	49	71.4%	68	86.8%
	ASIAN	37	70.3%	16	68.8%	21	71.4%
	AMERICAN INDIAN OR ALASKA NATIVE	12	75.0%	5	80.0%	7	71.4%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.0%	0	-	1	0.0%
	FOREIGN/NON-RESIDENT ALIEN	10	90.0%	2	100.0%	8	87.5%
	HISPANIC/LATINO, ANY RACE	49	75.5%	17	58.8%	32	84.4%
	TWO OR MORE RACES	18	72.2%	5	80.0%	13	69.2%
	UNKNOWN	26	80.8%	12	66.7%	14	92.9%
	TOTAL	1,143	81.8%	419	79.5%	724	83.1%
	PELL	216	74.5%	69	71.0%	147	76.2%

Second-Year Retention, Four-Year Colleges and Universities,
Fall 2014 Entering Cohort

		ALL STUDENTS		MALE		FEMALE	
		BASE COHORT	STILL ENROLLED	BASE COHORT	STILL ENROLLED	BASE COHORT	STILL ENROLLED
Towson State University	WHITE	1,797	84.7%	636	83.6%	1,161	85.3%
	BLACK/AFRICAN AMERICAN	367	93.2%	112	92.0%	255	93.7%
	FOREIGN/NON-RESIDENT ALIEN	22	72.7%	14	78.6%	8	62.5%
	HISPANIC/LATINO, ANY RACE	183	82.5%	55	85.5%	128	81.3%
	AMERICAN INDIAN OR ALASKA NATIVE	4	75.0%	2	50.0%	2	100.0%
	ASIAN	147	89.1%	59	91.5%	88	87.5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	4	75.0%	0	-	4	75.0%
	TWO OR MORE RACES	116	84.5%	36	80.6%	80	86.3%
	UNKNOWN	67	83.6%	23	78.3%	44	86.4%
	TOTAL	2,707	85.8%	937	84.8%	1,770	86.3%
	PELL	604	86.9%	197	85.8%	407	87.5%
	ADULT	2	100.0%	2	100.0%	0	-
University of Baltimore	WHITE	44	68.2%	27	66.7%	17	70.6%
	BLACK/AFRICAN AMERICAN	139	73.4%	51	72.5%	88	73.9%
	ASIAN	11	72.7%	4	50.0%	7	85.7%
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	3	66.7%	2	50.0%	1	100.0%
	HISPANIC/LATINO, ANY RACE	17	64.7%	8	62.5%	9	66.7%
	TWO OR MORE RACES	13	53.8%	8	50.0%	5	60.0%
	UNKNOWN	0	-	0	-	0	-
	TOTAL	227	70.5%	100	67.0%	127	73.2%
	PELL	135	72.6%	52	73.1%	83	72.3%
	ADULT	5	60.0%	3	33.3%	2	100.0%
University of Maryland, Baltimore County	WHITE	713	85.3%	430	84.9%	283	85.9%
	BLACK/AFRICAN AMERICAN	199	92.5%	106	91.5%	93	93.5%
	ASIAN	395	85.3%	208	83.7%	187	87.2%
	AMERICAN INDIAN OR ALASKA NATIVE	1	100.0%	0	-	1	100.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	2	100.0%	0	-	2	100.0%
	FOREIGN/NON-RESIDENT ALIEN	111	81.1%	68	77.9%	43	86.0%
	HISPANIC/LATINO, ANY RACE	94	83.0%	50	88.0%	44	77.3%
	TWO OR MORE RACES	64	85.9%	35	77.1%	29	96.6%
	UNKNOWN	44	88.6%	27	88.9%	17	88.2%
	TOTAL	1,623	85.9%	924	84.8%	699	87.3%
	PELL	342	84.5%	178	84.8%	164	84.1%
	ADULT	6	50.0%	5	60.0%	1	0.0%
University of Maryland, College Park	WHITE	2,114	94.9%	1,253	94.2%	861	95.9%
	BLACK/AFRICAN AMERICAN	521	96.7%	219	97.7%	302	96.0%
	ASIAN	725	96.4%	406	95.3%	319	97.8%
	AMERICAN INDIAN OR ALASKA NATIVE	4	100.0%	2	100.0%	2	100.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	7	100.0%	5	100.0%	2	100.0%
	FOREIGN/NON-RESIDENT ALIEN	162	94.4%	97	93.8%	65	95.4%
	HISPANIC/LATINO, ANY RACE	360	92.5%	166	92.2%	194	92.8%
	TWO OR MORE RACES	194	96.9%	86	96.5%	108	97.2%
	UNKNOWN	41	100.0%	19	100.0%	22	100.0%
	TOTAL	4,128	95.3%	2,253	94.7%	1,875	96.1%
	PELL	591	96.1%	277	95.3%	314	96.8%
	ADULT	1	100.0%	1	100.0%	0	0.0%

Second-Year Retention, Four-Year Colleges and Universities,
Fall 2014 Entering Cohort

		ALL STUDENTS		MALE		FEMALE	
		BASE COHORT	STILL ENROLLED	BASE COHORT	STILL ENROLLED	BASE COHORT	STILL ENROLLED
University of Maryland Eastern Shore	WHITE	30	80.0%	15	93.3%	15	66.7%
	BLACK/AFRICAN AMERICAN	599	66.9%	261	65.1%	338	68.3%
	ASIAN	6	83.3%	3	66.7%	3	100.0%
	AMERICAN INDIAN OR ALASKA NATIVE	2	0.0%	0	-	2	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	10	70.0%	5	80.0%	5	60.0%
	HISPANIC/LATINO, ANY RACE	21	57.1%	10	40.0%	11	72.7%
	TWO OR MORE RACES	84	70.2%	34	70.6%	50	70.0%
	UNKNOWN	4	75.0%	0	-	4	75.0%
	TOTAL	756	67.6%	328	66.5%	428	68.5%
	PELL	470	66.8%	187	65.8%	283	67.5%
ADULT	6	50.0%	3	100.0%	3	0.0%	
University of Maryland University College	WHITE	86	51.2%	37	48.6%	49	53.1%
	BLACK/AFRICAN AMERICAN	71	16.9%	30	10.0%	41	22.0%
	ASIAN	10	30.0%	7	28.6%	3	33.3%
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	3	66.7%	2	50.0%	1	100.0%
	FOREIGN/NON-RESIDENT ALIEN	3	66.7%	0	0.0%	3	66.7%
	HISPANIC/LATINO, ANY RACE	25	48.0%	10	50.0%	15	46.7%
	TWO OR MORE RACES	20	10.0%	11	9.1%	9	11.1%
	UNKNOWN	10	20.0%	4	0.0%	6	33.3%
	TOTAL	228	34.6%	101	29.7%	127	38.6%
	PELL	113	31.0%	41	24.4%	72	34.7%
ADULT	73	30.1%	30	20.0%	43	37.2%	
Morgan State University	WHITE	11	90.9%	3	100.0%	8	87.5%
	BLACK/AFRICAN AMERICAN	894	75.5%	395	73.7%	499	77.0%
	ASIAN	6	66.7%	6	66.7%	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	2	50.0%	0	-	2	50.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	2	50.0%	1	100.0%	1	0.0%
	FOREIGN/NON-RESIDENT ALIEN	48	72.9%	38	76.3%	10	60.0%
	HISPANIC/LATINO, ANY RACE	37	70.3%	14	57.1%	23	78.3%
	TWO OR MORE RACES	56	75.0%	19	78.9%	37	73.0%
	UNKNOWN	1	100.0%	0	-	1	100.0%
	TOTAL	1,057	75.2%	476	73.7%	581	76.4%
	PELL	624	73.1%	252	69.8%	372	75.3%
ADULT	17	70.6%	8	75.0%	9	66.7%	
St. Mary's College of Maryland	WHITE	250	86.0%	99	84.8%	151	86.8%
	BLACK/AFRICAN AMERICAN	35	82.9%	22	81.8%	13	84.6%
	ASIAN	20	95.0%	7	100.0%	13	92.3%
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	2	50.0%	1	0.0%	1	100.0%
	HISPANIC/LATINO, ANY RACE	38	86.8%	18	83.3%	20	90.0%
	TWO OR MORE RACES	20	85.0%	9	77.8%	11	90.9%
	UNKNOWN	12	75.0%	7	57.1%	5	100.0%
	TOTAL	377	85.7%	163	82.2%	214	87.9%
	PELL	69	85.5%	30	83.3%	39	87.2%

Second-Year Retention, Four-Year Colleges and Universities,
Fall 2014 Entering Cohort

		ALL STUDENTS		MALE		FEMALE	
		BASE COHORT	STILL ENROLLED	BASE COHORT	STILL ENROLLED	BASE COHORT	STILL ENROLLED
Total	WHITE	6,376	86.5%	3,090	86.2%	3,286	86.8%
	BLACK/AFRICAN AMERICAN	4,020	78.3%	1,693	76.4%	2,327	79.8%
	ASIAN	1,383	90.5%	726	89.4%	657	91.6%
	AMERICAN INDIAN OR ALASKA NATIVE	26	73.1%	10	80.0%	16	68.8%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	20	80.0%	8	87.5%	12	75.0%
	FOREIGN/NON-RESIDENT ALIEN	413	83.8%	249	82.7%	164	85.4%
	HISPANIC/LATINO, ANY RACE	905	83.4%	379	82.8%	526	83.8%
	TWO OR MORE RACES	674	80.0%	275	78.2%	399	81.2%
	UNKNOWN	245	81.6%	112	76.8%	133	85.7%
	TOTAL	14,062	83.9%	6,542	83.2%	7,520	84.4%
	PELL	4,085	77.4%	1,643	75.7%	2,442	78.5%
ADULT	140	43.6%	64	42.2%	76	44.7%	

Notes:

The base cohort is all first-time, full-time freshmen enrolling in Fall 2014.

Students enrolled at more than one institution are counted only once.

University of Maryland, Baltimore is excluded because it does not enroll first-time freshmen

Pell Grant Recipients include students receiving a Pell Grant in the 2014-2015 academic year.

Adult students are those aged 25 or older in 2014.

Sources:

Maryland Higher Education Commission, Enrollment Information System, Degree Information System, and Financial Aid Information System

Six-Year Outcomes, Four-Year Colleges and Universities, 2009 Entering Cohort

		ALL STUDENTS			MALE			FEMALE		
		BASE COHORT	STILL ENROLLED	GRADUATED	BASE COHORT	STILL ENROLLED	GRADUATED	BASE COHORT	STILL ENROLLED	GRADUATED
Bowie State University	WHITE	9	11.1%	66.7%	5	20.0%	60.0%	4	0.0%	75.0%
	BLACK/AFRICAN AMERICAN	657	7.0%	43.7%	250	8.8%	32.8%	407	5.9%	50.4%
	ASIAN OR PACIFIC ISLANDER	10	0.0%	60.0%	4	0.0%	50.0%	6	0.0%	66.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.0%	0.0%	0	-	-	1	0.0%	0.0%
	HISPANIC	20	0.0%	40.0%	7	0.0%	42.9%	13	0.0%	38.5%
	FOREIGN	3	0.0%	33.3%	2	0.0%	0.0%	1	0.0%	100.0%
	UNKNOWN	6	0.0%	66.7%	1	0.0%	100.0%	5	0.0%	60.0%
	OTHER	0	-	-	0	-	-	0	-	-
	<i>Total</i>	706	6.7%	44.2%	269	8.6%	33.8%	437	5.5%	50.6%
	ADULT	2	0.0%	0.0%	2	0.0%	0.0%	0	-	-
PELL	335	5.7%	43.0%	113	8.0%	29.2%	222	4.5%	50.0%	
Coppin State University	WHITE	1	0.0%	0.0%	0	0.0%	0.0%	1	0.0%	0.0%
	BLACK/AFRICAN AMERICAN	524	6.7%	17.7%	151	3.3%	11.9%	373	8.0%	20.1%
	ASIAN OR PACIFIC ISLANDER	4	0.0%	100.0%	2	0.0%	100.0%	2	0.0%	100.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	-	0	-	-	0	-	-
	HISPANIC	4	25.0%	0.0%	1	0.0%	0.0%	3	33.3%	0.0%
	FOREIGN	15	6.7%	26.7%	3	0.0%	0.0%	12	8.3%	33.3%
	UNKNOWN	4	25.0%	25.0%	0	-	-	4	25.0%	25.0%
	OTHER	14	7.1%	35.7%	2	0.0%	0.0%	12	8.3%	41.7%
	<i>Total</i>	566	6.9%	18.9%	159	3.1%	12.6%	407	8.4%	21.4%
	ADULT	42	0.0%	11.9%	13	0.0%	23.1%	29	0.0%	6.9%
PELL	338	6.5%	19.8%	85	3.5%	12.9%	253	7.5%	22.1%	
Frostburg State University	WHITE	608	2.1%	61.7%	313	2.6%	52.4%	295	1.7%	71.5%
	BLACK/AFRICAN AMERICAN	329	1.8%	62.0%	157	1.3%	54.8%	172	2.3%	68.6%
	ASIAN OR PACIFIC ISLANDER	17	0.0%	64.7%	11	0.0%	63.6%	6	0.0%	66.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	5	0.0%	100.0%	4	0.0%	100.0%	1	0.0%	100.0%
	HISPANIC	40	2.5%	52.5%	22	0.0%	50.0%	18	5.6%	55.6%
	FOREIGN	6	0.0%	33.3%	5	0.0%	40.0%	1	0.0%	0.0%
	UNKNOWN	26	7.7%	57.7%	12	8.3%	50.0%	14	7.1%	64.3%
	OTHER	0	-	-	0	-	-	0	-	-
	<i>Total</i>	1,031	2.1%	61.4%	524	2.1%	53.4%	507	2.2%	69.6%
	ADULT	1	0.0%	100.0%	0	-	-	1	0.0%	100.0%
PELL	340	2.6%	59.1%	160	2.5%	52.5%	180	2.8%	65.0%	
Salisbury University	WHITE	1,036	0.2%	76.2%	422	0.5%	68.5%	614	0.0%	81.4%
	BLACK/AFRICAN AMERICAN	133	0.8%	71.4%	58	0.0%	60.3%	75	1.3%	80.0%
	ASIAN OR PACIFIC ISLANDER	36	2.8%	63.9%	15	0.0%	66.7%	21	4.8%	61.9%
	AMERICAN INDIAN OR ALASKAN NATIVE	8	0.0%	87.5%	4	0.0%	75.0%	4	0.0%	100.0%
	HISPANIC	55	3.6%	70.9%	33	6.1%	66.7%	22	0.0%	77.3%
	FOREIGN	7	0.0%	42.9%	6	0.0%	33.3%	1	0.0%	100.0%
	UNKNOWN	0	-	-	0	-	-	0	-	-
	OTHER	4	0.0%	100.0%	0	-	-	4	0.0%	100.0%
	<i>Total</i>	1,279	0.5%	75.1%	538	0.7%	67.1%	741	0.3%	80.8%
	ADULT	1	0.0%	100.0%	1	0.0%	100.0%	0	-	-
PELL	217	1.4%	75.6%	78	1.3%	74.4%	139	1.4%	76.3%	

Six-Year Outcomes, Four-Year Colleges and Universities, 2009 Entering Cohort

		ALL STUDENTS			MALE			FEMALE		
		BASE COHORT	STILL ENROLLED	GRADUATED	BASE COHORT	STILL ENROLLED	GRADUATED	BASE COHORT	STILL ENROLLED	GRADUATED
Towson University	WHITE	1,695	2.2%	75.4%	615	3.6%	70.4%	1,080	1.4%	78.2%
	BLACK/AFRICAN AMERICAN	293	4.4%	69.6%	85	5.9%	60.0%	208	3.8%	73.6%
	ASIAN OR PACIFIC ISLANDER	78	0.0%	80.8%	25	0.0%	80.0%	53	0.0%	81.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	6	0.0%	66.7%	1	0.0%	0.0%	5	0.0%	80.0%
	HISPANIC	77	1.3%	77.9%	18	5.6%	50.0%	59	0.0%	86.4%
	FOREIGN	21	0.0%	47.6%	12	0.0%	25.0%	9	0.0%	77.8%
	UNKNOWN	228	2.2%	68.9%	77	3.9%	66.2%	151	1.3%	70.2%
	OTHER	0	-	-	0	-	-	0	-	-
	<i>Total</i>	2,398	2.3%	74.1%	833	3.7%	68.1%	1,565	1.6%	77.3%
	ADULT	6	16.7%	0.0%	5	20.0%	0.0%	1	0.0%	0.0%
PELL	445	2.7%	67.9%	150	3.3%	60.7%	295	2.4%	71.5%	
University of Baltimore	WHITE	41	4.9%	53.7%	30	6.7%	46.7%	11	0.0%	72.7%
	BLACK/AFRICAN AMERICAN	93	7.5%	30.1%	25	12.0%	24.0%	68	5.9%	32.4%
	ASIAN OR PACIFIC ISLANDER	8	12.5%	50.0%	5	0.0%	60.0%	3	33.3%	33.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.0%	100.0%	1	0.0%	100.0%	0	-	-
	HISPANIC	4	0.0%	75.0%	2	0.0%	100.0%	2	0.0%	50.0%
	FOREIGN	1	0.0%	0.0%	1	0.0%	0.0%	0	-	-
	UNKNOWN	26	11.5%	42.3%	13	7.7%	46.2%	13	15.4%	38.5%
	OTHER	0	-	-	0	-	-	0	-	-
	<i>Total</i>	174	7.5%	39.7%	77	7.8%	41.6%	97	7.2%	38.1%
	ADULT	5	20.0%	20.0%	1	0.0%	0.0%	4	25.0%	25.0%
PELL	93	7.5%	34.4%	33	6.1%	39.4%	60	8.3%	31.7%	
University of Maryland, Baltimore County	WHITE	797	3.8%	68.3%	483	5.0%	61.7%	314	1.9%	78.3%
	BLACK/AFRICAN AMERICAN	226	3.1%	67.7%	114	4.4%	63.2%	112	1.8%	72.3%
	ASIAN OR PACIFIC ISLANDER	355	2.8%	69.0%	181	3.3%	64.1%	174	2.3%	74.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	0.0%	0.0%	0	-	-	2	0.0%	0.0%
	HISPANIC	49	0.0%	65.3%	27	0.0%	59.3%	22	0.0%	72.7%
	FOREIGN	76	6.6%	42.1%	49	6.1%	38.8%	27	7.4%	48.1%
	UNKNOWN	19	10.5%	57.9%	13	15.4%	38.5%	6	0.0%	100.0%
	OTHER	0	-	-	0	-	-	0	-	-
	<i>Total</i>	1,524	3.5%	66.7%	867	4.6%	60.7%	657	2.1%	74.7%
	ADULT	3	0.0%	0.0%	3	0.0%	0.0%	0	-	-
PELL	269	3.7%	69.1%	128	5.5%	64.1%	141	2.1%	73.8%	
University of Maryland, College Park	WHITE	2,635	0.7%	88.0%	1,478	0.8%	85.7%	1,157	0.5%	90.9%
	BLACK/AFRICAN AMERICAN	385	2.1%	80.5%	167	3.0%	72.5%	218	1.4%	86.7%
	ASIAN OR PACIFIC ISLANDER	667	1.5%	89.8%	354	2.8%	85.3%	313	0.0%	94.9%
	AMERICAN INDIAN OR ALASKAN NATIVE	7	0.0%	42.9%	2	0.0%	0.0%	5	0.0%	60.0%
	HISPANIC	258	1.2%	80.6%	129	1.6%	72.1%	129	0.8%	89.1%
	FOREIGN	89	3.4%	57.3%	47	6.4%	55.3%	42	0.0%	59.5%
	UNKNOWN	170	1.2%	84.7%	80	2.5%	83.8%	90	0.0%	85.6%
	OTHER	0	-	-	0	-	-	0	-	-
	<i>Total</i>	4,211	1.0%	86.3%	2,257	1.5%	83.1%	1,954	0.5%	90.0%
	ADULT	5	0.0%	20.0%	5	0.0%	20.0%	0	-	-
PELL	486	1.0%	83.1%	227	0.9%	80.2%	259	1.2%	85.7%	

Six-Year Outcomes, Four-Year Colleges and Universities, 2009 Entering Cohort

		ALL STUDENTS			MALE			FEMALE		
		BASE COHORT	STILL ENROLLED	GRADUATED	BASE COHORT	STILL ENROLLED	GRADUATED	BASE COHORT	STILL ENROLLED	GRADUATED
University of Maryland Eastern Shore	WHITE	36	0.0%	44.4%	16	0.0%	37.5%	20	0.0%	50.0%
	BLACK/AFRICAN AMERICAN	787	2.8%	38.5%	313	3.5%	32.6%	474	2.3%	42.4%
	ASIAN OR PACIFIC ISLANDER	6	16.7%	0.0%	4	0.0%	0.0%	2	50.0%	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%
	HISPANIC	15	13.3%	13.3%	4	50.0%	0.0%	11	0.0%	18.2%
	FOREIGN	14	0.0%	42.9%	8	0.0%	50.0%	6	0.0%	33.3%
	UNKNOWN	0	-	-	0	-	-	0	-	-
	OTHER	16	0.0%	31.3%	5	0.0%	40.0%	11	0.0%	27.3%
	<i>Total</i>	876	2.9%	37.9%	351	3.7%	32.5%	525	2.3%	41.5%
	ADULT	12	8.3%	50.0%	7	0.0%	57.1%	5	20.0%	40.0%
PELL	522	2.9%	35.2%	189	2.6%	29.1%	333	3.0%	38.7%	
University of Maryland University College	WHITE	36	2.8%	16.7%	21	0.0%	19.0%	15	6.7%	13.3%
	BLACK/AFRICAN AMERICAN	72	5.6%	9.7%	33	6.1%	15.2%	39	5.1%	5.1%
	ASIAN OR PACIFIC ISLANDER	7	0.0%	14.3%	5	0.0%	0.0%	2	0.0%	50.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.0%	0.0%	0	-	-	1	0.0%	0.0%
	HISPANIC	8	0.0%	12.5%	3	0.0%	33.3%	5	0.0%	0.0%
	FOREIGN	4	0.0%	25.0%	2	0.0%	0.0%	2	0.0%	50.0%
	UNKNOWN	22	0.0%	27.3%	8	0.0%	12.5%	14	0.0%	35.7%
	OTHER	0	-	-	0	-	-	0	-	-
	<i>Total</i>	150	3.3%	14.7%	72	2.8%	15.3%	78	3.8%	14.1%
	ADULT	52	3.8%	19.2%	21	0.0%	19.0%	31	6.5%	19.4%
PELL	74	2.7%	13.5%	28	3.6%	14.3%	46	2.2%	13.0%	
Morgan State University	WHITE	11	0.0%	27.3%	3	0.0%	0.0%	8	0.0%	37.5%
	BLACK/AFRICAN AMERICAN	1,203	6.2%	33.3%	520	6.2%	28.1%	683	6.3%	37.3%
	ASIAN OR PACIFIC ISLANDER	6	0.0%	0.0%	4	0.0%	0.0%	2	0.0%	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	8	0.0%	62.5%	3	0.0%	66.7%	5	0.0%	60.0%
	HISPANIC	13	30.8%	23.1%	6	33.3%	16.7%	7	28.6%	28.6%
	FOREIGN	22	9.1%	54.5%	10	20.0%	20.0%	12	0.0%	83.3%
	UNKNOWN	0	-	-	0	-	-	0	-	-
	OTHER	0	-	-	0	-	-	0	-	-
	<i>Total</i>	1,263	6.4%	33.6%	546	6.6%	27.7%	717	6.3%	38.1%
	ADULT	17	5.9%	11.8%	11	9.1%	9.1%	6	0.0%	16.7%
PELL	666	6.2%	29.3%	266	5.6%	24.1%	400	6.5%	32.8%	
St. Mary's College of Maryland	WHITE	380	0.0%	83.4%	161	0.0%	78.3%	219	0.0%	87.2%
	BLACK/AFRICAN AMERICAN	41	0.0%	85.4%	17	0.0%	64.7%	24	0.0%	100.0%
	ASIAN OR PACIFIC ISLANDER	20	0.0%	85.0%	10	0.0%	80.0%	10	0.0%	90.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	6	0.0%	66.7%	4	0.0%	50.0%	2	0.0%	100.0%
	HISPANIC	16	0.0%	87.5%	11	0.0%	81.8%	5	0.0%	100.0%
	FOREIGN	10	0.0%	70.0%	6	0.0%	66.7%	4	0.0%	75.0%
	UNKNOWN	15	0.0%	80.0%	5	0.0%	80.0%	10	0.0%	80.0%
	OTHER	0	-	-	0	-	-	0	-	-
	<i>Total</i>	488	0.0%	83.2%	214	0.0%	76.6%	274	0.0%	88.3%
	PELL	52	0.0%	73.1%	19	0.0%	57.9%	33	0.0%	81.8%

Six-Year Outcomes, Four-Year Colleges and Universities, 2009 Entering Cohort

		ALL STUDENTS			MALE			FEMALE		
		BASE COHORT	STILL ENROLLED	GRADUATED	BASE COHORT	STILL ENROLLED	GRADUATED	BASE COHORT	STILL ENROLLED	GRADUATED
Total	WHITE	7,285	1.4%	77.9%	3,547	2.0%	73.4%	3,738	0.9%	82.2%
	BLACK/AFRICAN AMERICAN	4,743	4.7%	44.7%	1,890	4.9%	38.9%	2,853	4.6%	48.5%
	ASIAN OR PACIFIC ISLANDER	1,214	1.9%	80.1%	620	2.6%	75.8%	594	1.2%	84.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	47	0.0%	61.7%	20	0.0%	60.0%	27	0.0%	63.0%
	HISPANIC	559	2.5%	69.9%	263	3.4%	63.5%	296	1.7%	75.7%
	FOREIGN	268	4.1%	48.1%	151	5.3%	41.1%	117	2.6%	57.3%
	UNKNOWN	516	2.9%	70.0%	209	4.3%	67.5%	307	2.0%	71.7%
	OTHER	34	2.9%	41.2%	7	0.0%	28.6%	27	3.7%	44.4%
	<i>Total</i>	14,666	2.7%	66.1%	6,707	3.1%	62.5%	7,959	2.3%	69.1%
	ADULT	146	4.1%	18.5%	69	2.9%	20.3%	77	5.2%	16.9%
	PELL	3,837	3.8%	50.2%	1,476	3.7%	46.6%	2,361	3.9%	52.5%

Notes:
 The base cohort is all first-time, full-time freshmen enrolling in Fall 2009.
 Students enrolled at more than one institution are counted only once.
 University of Maryland, Baltimore is excluded because it does not enroll first-time freshmen
 Pell Grant Recipients include students receiving a Pell Grant during the 2009-2010 academic year.
 Adult students are those aged 25 or older in 2009.

Sources:
 Maryland Higher Education Commission, Enrollment Information System, Degree Information System, and Financial Aid Information System

Community College Faculty by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Allegany College of Maryland	WHITE	102	96.2%	42	95.5%	60	96.8%	119	98.3%	37	100.0%	82	97.6%
	BLACK/AFRICAN AMERICAN	1	0.9%	0	0.0%	1	1.6%	1	0.8%	0	0.0%	1	1.2%
	ASIAN	1	0.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.9%	0	0.0%	1	1.6%	1	0.8%	0	0.0%	1	1.2%
	HISPANIC/LATINO, ANY RACE	1	0.9%	1	2.3%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	106	100.0%	44	100.0%	62	100.0%	121	100.0%	37	100.0%	84	100.0%
Anne Arundel Community College	WHITE	208	79.4%	77	76.2%	131	81.4%	536	79.9%	224	80.6%	312	79.4%
	BLACK/AFRICAN AMERICAN	33	12.6%	13	12.9%	20	12.4%	83	12.4%	28	10.1%	55	14.0%
	ASIAN	13	5.0%	7	6.9%	6	3.7%	28	4.2%	12	4.3%	16	4.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.4%	0	0.0%	1	.6%	2	0.3%	1	.4%	1	.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	5	1.9%	4	4.0%	1	.6%	14	2.1%	8	2.9%	6	1.5%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	2	0.8%	0	0.0%	2	1.2%	8	1.2%	5	1.8%	3	.8%
	TOTAL	262	100.0%	101	100.0%	161	100.0%	671	100.0%	278	100.0%	393	100.0%
Baltimore City Community College	WHITE	29	27.1%	12	26.1%	17	27.9%	81	27.6%	33	27.5%	48	27.7%
	BLACK/AFRICAN AMERICAN	61	57.0%	22	47.8%	39	63.9%	178	60.8%	71	59.2%	107	61.8%
	ASIAN	5	4.7%	3	6.5%	2	3.3%	11	3.8%	5	4.2%	6	3.5%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	5	1.7%	4	3.3%	1	.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	11	3.8%	4	3.3%	7	4.0%
	FOREIGN/NON-RESIDENT ALIEN	12	11.2%	9	19.6%	3	4.9%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	0.0%	3	1.0%	1	.8%	2	1.2%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	4	1.4%	2	1.7%	2	1.2%
	TOTAL	107	100.0%	46	100.0%	61	100.0%	293	100.0%	120	100.0%	173	100.0%
Carroll Community College	WHITE	74	93.7%	19	90.5%	55	94.8%	168	91.3%	62	91.2%	106	91.4%
	BLACK/AFRICAN AMERICAN	1	1.3%	0	0.0%	1	1.7%	7	3.8%	1	1.5%	6	5.2%
	ASIAN	2	2.5%	1	4.8%	1	1.7%	2	1.1%	0	0.0%	2	1.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	.9%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	1.3%	0	0.0%	1	1.7%	6	3.3%	5	7.4%	1	.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	1.3%	1	4.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	79	100.0%	21	100.0%	58	100.0%	184	100.0%	68	100.0%	116	100.0%
Cecil College	WHITE	42	85.7%	15	83.3%	27	87.1%	174	83.3%	79	82.3%	95	84.1%
	BLACK/AFRICAN AMERICAN	4	8.2%	1	5.6%	3	9.7%	11	5.3%	6	6.3%	5	4.4%
	ASIAN	2	4.1%	1	5.6%	1	3.2%	4	1.9%	1	1.0%	3	2.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	2	1.0%	0	0.0%	2	1.8%
	HISPANIC/LATINO, ANY RACE	1	2.0%	1	5.6%	0	0.0%	3	1.4%	2	2.1%	1	.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	15	7.2%	8	8.3%	7	6.2%
	TOTAL	49	100.0%	18	100.0%	31	100.0%	209	100.0%	96	100.0%	113	100.0%

Community College Faculty by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Chesapeake College	WHITE	47	87.0%	14	82.4%	33	89.2%	61	91.0%	31	93.9%	30	88.2%
	BLACK/AFRICAN AMERICAN	4	7.4%	1	5.9%	3	8.1%	5	7.5%	1	3.0%	4	11.8%
	ASIAN	2	3.7%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	1	1.9%	0	0.0%	1	2.7%	1	1.5%	1	3.0%	0	0.0%
	TOTAL	54	100.0%	17	100.0%	37	100.0%	67	100.0%	33	100.0%	34	100.0%
College of Southern Maryland	WHITE	92	73.0%	37	71.2%	55	74.3%	342	76.0%	154	75.5%	188	76.4%
	BLACK/AFRICAN AMERICAN	15	11.9%	4	7.7%	11	14.9%	84	18.7%	39	19.1%	45	18.3%
	ASIAN	6	4.8%	3	5.8%	3	4.1%	3	0.7%	0	0.0%	3	1.2%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.8%	1	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	1	.4%
	HISPANIC/LATINO, ANY RACE	5	4.0%	1	1.9%	4	5.4%	12	2.7%	6	2.9%	6	2.4%
	TWO OR MORE RACES	1	0.8%	0	0.0%	1	1.4%	1	0.2%	0	0.0%	1	.4%
	UNKNOWN	6	4.8%	6	11.5%	0	0.0%	7	1.6%	5	2.5%	2	.8%
	TOTAL	126	100.0%	52	100.0%	74	100.0%	450	100.0%	204	100.0%	246	100.0%
Community Colleges of Baltimore County	WHITE	316	72.0%	123	73.7%	193	71.0%	605	68.6%	265	71.4%	340	66.5%
	BLACK/AFRICAN AMERICAN	74	16.9%	24	14.4%	50	18.4%	140	15.9%	45	12.1%	95	18.6%
	ASIAN	22	5.0%	6	3.6%	16	5.9%	26	2.9%	9	2.4%	17	3.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	16	1.8%	8	2.2%	8	1.6%
	HISPANIC/LATINO, ANY RACE	15	3.4%	8	4.8%	7	2.6%	24	2.7%	8	2.2%	16	3.1%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	4	0.5%	2	.5%	2	.4%
	UNKNOWN	12	2.7%	6	3.6%	6	2.2%	67	7.6%	34	9.2%	33	6.5%
	TOTAL	439	100.0%	167	100.0%	272	100.0%	882	100.0%	371	100.0%	511	100.0%
Frederick Community College	WHITE	89	81.7%	39	83.0%	50	80.6%	377	87.7%	170	86.7%	207	88.5%
	BLACK/AFRICAN AMERICAN	12	11.0%	6	12.8%	6	9.7%	15	3.5%	7	3.6%	8	3.4%
	ASIAN	6	5.5%	2	4.3%	4	6.5%	11	2.6%	5	2.6%	6	2.6%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	.5%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	0.9%	0	0.0%	1	1.6%	13	3.0%	5	2.6%	8	3.4%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	0.9%	0	0.0%	1	1.6%	13	3.0%	8	4.1%	5	2.1%
	TOTAL	109	100.0%	47	100.0%	62	100.0%	430	100.0%	196	100.0%	234	100.0%
Garrett College	WHITE	20	83.3%	11	78.6%	9	90.0%	39	100.0%	15	100.0%	24	100.0%
	BLACK/AFRICAN AMERICAN	1	4.2%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	3	12.5%	2	14.3%	1	10.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	24	100.0%	14	100.0%	10	100.0%	39	100.0%	15	100.0%	24	100.0%

Community College Faculty by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Hagerstown Community College	WHITE	75	93.8%	24	96.0%	51	92.7%	121	79.6%	58	80.6%	63	78.8%
	BLACK/AFRICAN AMERICAN	3	3.8%	0	0.0%	3	5.5%	2	1.3%	0	0.0%	2	2.5%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	3	2.0%	1	1.4%	2	2.5%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	1.3%	1	4.0%	0	0.0%	3	2.0%	1	1.4%	2	2.5%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	1.3%	0	0.0%	1	1.8%	23	15.1%	12	16.7%	11	13.8%
	TOTAL	80	100.0%	25	100.0%	55	100.0%	152	100.0%	72	100.0%	80	100.0%
Harford Community College	WHITE	96	90.6%	38	88.4%	58	92.1%	221	90.2%	91	90.1%	130	90.3%
	BLACK/AFRICAN AMERICAN	6	5.7%	4	9.3%	2	3.2%	13	5.3%	4	4.0%	9	6.3%
	ASIAN	2	1.9%	0	0.0%	2	3.2%	3	1.2%	0	0.0%	3	2.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.4%	1	1.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	3	1.2%	3	3.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	1.9%	1	2.3%	1	1.6%	2	0.8%	1	1.0%	1	.7%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	0.8%	1	1.0%	1	.7%
	TOTAL	106	100.0%	43	100.0%	63	100.0%	245	100.0%	101	100.0%	144	100.0%
Howard Community College	WHITE	139	72.0%	45	70.3%	94	72.9%	397	64.9%	156	68.4%	241	62.8%
	BLACK/AFRICAN AMERICAN	23	11.9%	9	14.1%	14	10.9%	99	16.2%	36	15.8%	63	16.4%
	ASIAN	15	7.8%	4	6.3%	11	8.5%	39	6.4%	13	5.7%	26	6.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	2	0.3%	0	0.0%	2	.5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	.4%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	12	6.2%	5	7.8%	7	5.4%	40	6.5%	11	4.8%	29	7.6%
	HISPANIC/LATINO, ANY RACE	3	1.6%	1	1.6%	2	1.6%	21	3.4%	6	2.6%	15	3.9%
	TWO OR MORE RACES	1	0.5%	0	0.0%	1	.8%	2	0.3%	1	.4%	1	.3%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	11	1.8%	4	1.8%	7	1.8%
	TOTAL	193	100.0%	64	100.0%	129	100.0%	612	100.0%	228	100.0%	384	100.0%
Montgomery College	WHITE	328	65.0%	126	64.0%	202	65.6%	577	59.2%	263	59.6%	314	58.8%
	BLACK/AFRICAN AMERICAN	67	13.3%	25	12.7%	42	13.6%	173	17.7%	78	17.7%	95	17.8%
	ASIAN	30	5.9%	17	8.6%	13	4.2%	74	7.6%	36	8.2%	38	7.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	7	1.4%	0	0.0%	7	2.3%	7	0.7%	3	.7%	4	.7%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	40	7.9%	15	7.6%	25	8.1%	94	9.6%	45	10.2%	49	9.2%
	HISPANIC/LATINO, ANY RACE	32	6.3%	14	7.1%	18	5.8%	46	4.7%	16	3.6%	30	5.6%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	1	.2%
	UNKNOWN	1	0.2%	0	0.0%	1	.3%	3	0.3%	0	0.0%	3	.6%
	TOTAL	505	100.0%	197	100.0%	308	100.0%	975	100.0%	441	100.0%	534	100.0%
Prince George's Community College	WHITE	142	53.8%	57	62.0%	85	49.4%	239	29.5%	121	36.7%	118	24.5%
	BLACK/AFRICAN AMERICAN	91	34.5%	26	28.3%	65	37.8%	449	55.4%	156	47.3%	293	60.9%
	ASIAN	2	0.8%	0	0.0%	2	1.2%	11	1.4%	7	2.1%	4	.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1	.3%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.4%	0	0.0%	1	.6%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	1.1%	1	1.1%	2	1.2%	11	1.4%	3	.9%	8	1.7%
	HISPANIC/LATINO, ANY RACE	5	1.9%	1	1.1%	4	2.3%	22	2.7%	10	3.0%	12	2.5%
	TWO OR MORE RACES	12	4.5%	4	4.3%	8	4.7%	22	2.7%	8	2.4%	14	2.9%
	UNKNOWN	8	3.0%	3	3.3%	5	2.9%	56	6.9%	24	7.3%	32	6.7%
	TOTAL	264	100.0%	92	100.0%	172	100.0%	811	100.0%	330	100.0%	481	100.0%

Community College Faculty by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Wor-Wic Community College	WHITE	62	89.9%	17	85.0%	45	91.8%	87	87.9%	32	88.9%	55	87.3%
	BLACK/AFRICAN AMERICAN	4	5.8%	2	10.0%	2	4.1%	10	10.1%	4	11.1%	6	9.5%
	ASIAN	3	4.3%	1	5.0%	2	4.1%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	2.0%	0	0.0%	2	3.2%
	TOTAL	69	100.0%	20	100.0%	49	100.0%	99	100.0%	36	100.0%	63	100.0%
Total	WHITE	1,861	72.4%	696	71.9%	1,165	72.6%	4,144	66.4%	1,791	68.2%	2,353	65.1%
	BLACK/AFRICAN AMERICAN	400	15.6%	138	14.3%	262	16.3%	1,270	20.4%	476	18.1%	794	22.0%
	ASIAN	114	4.4%	50	5.2%	64	4.0%	215	3.4%	89	3.4%	126	3.5%
	AMERICAN INDIAN OR ALASKAN NATIVE	9	0.3%	1	.1%	8	.5%	20	0.3%	11	.4%	9	.2%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.0%	0	0.0%	1	.1%	12	0.2%	5	.2%	7	.2%
	FOREIGN/NON-RESIDENT ALIEN	68	2.6%	30	3.1%	38	2.4%	168	2.7%	70	2.7%	98	2.7%
	HISPANIC/LATINO, ANY RACE	72	2.8%	33	3.4%	39	2.4%	169	2.7%	69	2.6%	100	2.8%
	TWO OR MORE RACES	14	0.5%	4	.4%	10	.6%	30	0.5%	11	.4%	19	.5%
	UNKNOWN	33	1.3%	16	1.7%	17	1.1%	212	3.4%	104	4.0%	108	3.0%
	TOTAL	2,572	100.0%	968	100.0%	1,604	100.0%	6,240	100.0%	2,626	100.0%	3,614	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Community College Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Allegany College of Maryland	WHITE	101	96.2%	41	95.3%	60	96.8%	119	98.3%	37	100.0%	82	97.6%
	BLACK/AFRICAN AMERICAN	1	1.0%	0	0.0%	1	1.6%	1	0.8%	0	0.0%	1	1.2%
	ASIAN	1	1.0%	1	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	1.0%	0	0.0%	1	1.6%	1	0.8%	0	0.0%	1	1.2%
	HISPANIC/LATINO, ANY RACE	1	1.0%	1	2.3%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	105	100.0%	43	100.0%	62	100.0%	121	100.0%	37	100.0%	84	100.0%
Anne Arundel Community College	WHITE	208	79.4%	77	76.2%	131	81.4%	502	80.2%	208	81.6%	294	79.2%
	BLACK/AFRICAN AMERICAN	33	12.6%	13	12.9%	20	12.4%	76	12.1%	24	9.4%	52	14.0%
	ASIAN	13	5.0%	7	6.9%	6	3.7%	27	4.3%	11	4.3%	16	4.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.4%	0	0.0%	1	.6%	2	0.3%	1	.4%	1	.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	5	1.9%	4	4.0%	1	.6%	13	2.1%	7	2.7%	6	1.6%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	2	0.8%	0	0.0%	2	1.2%	6	1.0%	4	1.6%	2	.5%
	TOTAL	262	100.0%	101	100.0%	161	100.0%	626	100.0%	255	100.0%	371	100.0%
Baltimore City Community College	WHITE	29	27.1%	12	26.1%	17	27.9%	81	27.6%	33	27.5%	48	27.7%
	BLACK/AFRICAN AMERICAN	61	57.0%	22	47.8%	39	63.9%	178	60.8%	71	59.2%	107	61.8%
	ASIAN	5	4.7%	3	6.5%	2	3.3%	11	3.8%	5	4.2%	6	3.5%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	5	1.7%	4	3.3%	1	.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	11	3.8%	4	3.3%	7	4.0%
	FOREIGN/NON-RESIDENT ALIEN	12	11.2%	9	19.6%	3	4.9%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	0.0%	3	1.0%	1	.8%	2	1.2%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	4	1.4%	2	1.7%	2	1.2%
	TOTAL	107	100.0%	46	100.0%	61	100.0%	293	100.0%	120	100.0%	173	100.0%
Carroll Community College	WHITE	74	93.7%	19	90.5%	55	94.8%	168	91.3%	62	91.2%	106	91.4%
	BLACK/AFRICAN AMERICAN	1	1.3%	0	0.0%	1	1.7%	7	3.8%	1	1.5%	6	5.2%
	ASIAN	2	2.5%	1	4.8%	1	1.7%	2	1.1%	0	0.0%	2	1.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	.9%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	1.3%	0	0.0%	1	1.7%	6	3.3%	5	7.4%	1	.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	1.3%	1	4.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	79	100.0%	21	100.0%	58	100.0%	184	100.0%	68	100.0%	116	100.0%
Cecil College	WHITE	42	85.7%	15	83.3%	27	87.1%	174	83.3%	79	82.3%	95	84.1%
	BLACK/AFRICAN AMERICAN	4	8.2%	1	5.6%	3	9.7%	11	5.3%	6	6.3%	5	4.4%
	ASIAN	2	4.1%	1	5.6%	1	3.2%	4	1.9%	1	1.0%	3	2.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	2	1.0%	0	0.0%	2	1.8%
	HISPANIC/LATINO, ANY RACE	1	2.0%	1	5.6%	0	0.0%	3	1.4%	2	2.1%	1	.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	15	7.2%	8	8.3%	7	6.2%
	TOTAL	49	100.0%	18	100.0%	31	100.0%	209	100.0%	96	100.0%	113	100.0%

Community College Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE	TOTAL		MALE		FEMALE		
Chesapeake College	WHITE	47	87.0%	14	82.4%	33	89.2%	61	91.0%	31	93.9%	30	88.2%
	BLACK/AFRICAN AMERICAN	4	7.4%	1	5.9%	3	8.1%	5	7.5%	1	3.0%	4	11.8%
	ASIAN	2	3.7%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	1	1.9%	0	0.0%	1	2.7%	1	1.5%	1	3.0%	0	0.0%
	TOTAL	54	100.0%	17	100.0%	37	100.0%	67	100.0%	33	100.0%	34	100.0%
College of Southern Maryland	WHITE	91	72.8%	37	71.2%	54	74.0%	280	77.1%	118	78.1%	162	76.4%
	BLACK/AFRICAN AMERICAN	15	12.0%	4	7.7%	11	15.1%	64	17.6%	27	17.9%	37	17.5%
	ASIAN	6	4.8%	3	5.8%	3	4.1%	3	0.8%	0	0.0%	3	1.4%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.8%	1	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	0.3%	0	0.0%	1	.5%
	HISPANIC/LATINO, ANY RACE	5	4.0%	1	1.9%	4	5.5%	10	2.8%	4	2.6%	6	2.8%
	TWO OR MORE RACES	1	0.8%	0	0.0%	1	1.4%	1	0.3%	0	0.0%	1	.5%
	UNKNOWN	6	4.8%	6	11.5%	0	0.0%	4	1.1%	2	1.3%	2	.9%
	TOTAL	125	100.0%	52	100.0%	73	100.0%	363	100.0%	151	100.0%	212	100.0%
Community Colleges of Baltimore County	WHITE	315	71.9%	122	73.5%	193	71.0%	571	67.7%	254	70.6%	317	65.5%
	BLACK/AFRICAN AMERICAN	74	16.9%	24	14.5%	50	18.4%	139	16.5%	45	12.5%	94	19.4%
	ASIAN	22	5.0%	6	3.6%	16	5.9%	24	2.8%	9	2.5%	15	3.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	16	1.9%	8	2.2%	8	1.7%
	HISPANIC/LATINO, ANY RACE	15	3.4%	8	4.8%	7	2.6%	23	2.7%	8	2.2%	15	3.1%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	4	0.5%	2	.6%	2	.4%
	UNKNOWN	12	2.7%	6	3.6%	6	2.2%	67	7.9%	34	9.4%	33	6.8%
	TOTAL	438	100.0%	166	100.0%	272	100.0%	844	100.0%	360	100.0%	484	100.0%
Frederick Community College	WHITE	83	81.4%	37	84.1%	46	79.3%	376	87.6%	170	86.7%	206	88.4%
	BLACK/AFRICAN AMERICAN	11	10.8%	5	11.4%	6	10.3%	15	3.5%	7	3.6%	8	3.4%
	ASIAN	6	5.9%	2	4.5%	4	6.9%	11	2.6%	5	2.6%	6	2.6%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	.5%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	1.0%	0	0.0%	1	1.7%	13	3.0%	5	2.6%	8	3.4%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	1.0%	0	0.0%	1	1.7%	13	3.0%	8	4.1%	5	2.1%
	TOTAL	102	100.0%	44	100.0%	58	100.0%	429	100.0%	196	100.0%	233	100.0%
Garrett College	WHITE	19	82.6%	11	78.6%	8	88.9%	38	100.0%	15	100.0%	23	100.0%
	BLACK/AFRICAN AMERICAN	1	4.3%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	3	13.0%	2	14.3%	1	11.1%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	23	100.0%	14	100.0%	9	100.0%	38	100.0%	15	100.0%	23	100.0%

Community College Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Hagerstown Community College	WHITE	75	93.8%	24	96.0%	51	92.7%	121	79.6%	58	80.6%	63	78.8%
	BLACK/AFRICAN AMERICAN	3	3.8%	0	0.0%	3	5.5%	2	1.3%	0	0.0%	2	2.5%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	3	2.0%	1	1.4%	2	2.5%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	1.3%	1	4.0%	0	0.0%	3	2.0%	1	1.4%	2	2.5%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	1.3%	0	0.0%	1	1.8%	23	15.1%	12	16.7%	11	13.8%
	TOTAL	80	100.0%	25	100.0%	55	100.0%	152	100.0%	72	100.0%	80	100.0%
Harford Community College	WHITE	91	90.1%	37	88.1%	54	91.5%	219	90.1%	90	90.0%	129	90.2%
	BLACK/AFRICAN AMERICAN	6	5.9%	4	9.5%	2	3.4%	13	5.3%	4	4.0%	9	6.3%
	ASIAN	2	2.0%	0	0.0%	2	3.4%	3	1.2%	0	0.0%	3	2.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.4%	1	1.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	3	1.2%	3	3.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	2.0%	1	2.4%	1	1.7%	2	0.8%	1	1.0%	1	.7%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	0.8%	1	1.0%	1	.7%
	TOTAL	101	100.0%	42	100.0%	59	100.0%	243	100.0%	100	100.0%	143	100.0%
Howard Community College	WHITE	139	72.0%	45	70.3%	94	72.9%	397	64.9%	156	68.4%	241	62.8%
	BLACK/AFRICAN AMERICAN	23	11.9%	9	14.1%	14	10.9%	99	16.2%	36	15.8%	63	16.4%
	ASIAN	15	7.8%	4	6.3%	11	8.5%	39	6.4%	13	5.7%	26	6.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	2	0.3%	0	0.0%	2	.5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	.4%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	12	6.2%	5	7.8%	7	5.4%	40	6.5%	11	4.8%	29	7.6%
	HISPANIC/LATINO, ANY RACE	3	1.6%	1	1.6%	2	1.6%	21	3.4%	6	2.6%	15	3.9%
	TWO OR MORE RACES	1	0.5%	0	0.0%	1	.8%	2	0.3%	1	.4%	1	.3%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	11	1.8%	4	1.8%	7	1.8%
	TOTAL	193	100.0%	64	100.0%	129	100.0%	612	100.0%	228	100.0%	384	100.0%
Montgomery College	WHITE	328	65.0%	126	64.0%	202	65.6%	577	59.2%	263	59.6%	314	58.8%
	BLACK/AFRICAN AMERICAN	67	13.3%	25	12.7%	42	13.6%	173	17.7%	78	17.7%	95	17.8%
	ASIAN	30	5.9%	17	8.6%	13	4.2%	74	7.6%	36	8.2%	38	7.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	7	1.4%	0	0.0%	7	2.3%	7	0.7%	3	.7%	4	.7%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	40	7.9%	15	7.6%	25	8.1%	94	9.6%	45	10.2%	49	9.2%
	HISPANIC/LATINO, ANY RACE	32	6.3%	14	7.1%	18	5.8%	46	4.7%	16	3.6%	30	5.6%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	1	.2%
	UNKNOWN	1	0.2%	0	0.0%	1	.3%	3	0.3%	0	0.0%	3	.6%
	TOTAL	505	100.0%	197	100.0%	308	100.0%	975	100.0%	441	100.0%	534	100.0%
Prince George's Community College	WHITE	128	54.9%	54	64.3%	74	49.7%	239	29.7%	121	37.0%	118	24.7%
	BLACK/AFRICAN AMERICAN	78	33.5%	23	27.4%	55	36.9%	444	55.2%	153	46.8%	291	60.9%
	ASIAN	2	0.9%	0	0.0%	2	1.3%	11	1.4%	7	2.1%	4	.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1	.3%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.4%	0	0.0%	1	.7%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	2	0.9%	0	0.0%	2	1.3%	11	1.4%	3	.9%	8	1.7%
	HISPANIC/LATINO, ANY RACE	4	1.7%	1	1.2%	3	2.0%	22	2.7%	10	3.1%	12	2.5%
	TWO OR MORE RACES	11	4.7%	3	3.6%	8	5.4%	21	2.6%	8	2.4%	13	2.7%
	UNKNOWN	7	3.0%	3	3.6%	4	2.7%	56	7.0%	24	7.3%	32	6.7%
	TOTAL	233	100.0%	84	100.0%	149	100.0%	805	100.0%	327	100.0%	478	100.0%

Community College Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Wor-Wic Community College	WHITE	62	89.9%	17	85.0%	45	91.8%	87	87.9%	32	88.9%	55	87.3%
	BLACK/AFRICAN AMERICAN	4	5.8%	2	10.0%	2	4.1%	10	10.1%	4	11.1%	6	9.5%
	ASIAN	3	4.3%	1	5.0%	2	4.1%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	2.0%	0	0.0%	2	3.2%
	TOTAL	69	100.0%	20	100.0%	49	100.0%	99	100.0%	36	100.0%	63	100.0%
Total	WHITE	1,832	72.6%	688	72.1%	1,144	72.8%	4,010	66.2%	1,727	68.1%	2,283	64.8%
	BLACK/AFRICAN AMERICAN	386	15.3%	134	14.0%	252	16.0%	1,237	20.4%	457	18.0%	780	22.1%
	ASIAN	114	4.5%	50	5.2%	64	4.1%	212	3.5%	88	3.5%	124	3.5%
	AMERICAN INDIAN OR ALASKAN NATIVE	9	0.4%	1	.1%	8	.5%	20	0.3%	11	.4%	9	.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.0%	0	0.0%	1	.1%	12	0.2%	5	.2%	7	.2%
	FOREIGN/NON-RESIDENT ALIEN	67	2.7%	29	3.0%	38	2.4%	168	2.8%	70	2.8%	98	2.8%
	HISPANIC/LATINO, ANY RACE	71	2.8%	33	3.5%	38	2.4%	165	2.7%	66	2.6%	99	2.8%
	TWO OR MORE RACES	13	0.5%	3	.3%	10	.6%	29	0.5%	11	.4%	18	.5%
	UNKNOWN	32	1.3%	16	1.7%	16	1.0%	207	3.4%	100	3.9%	107	3.0%
	TOTAL	2,525	100.0%	954	100.0%	1,571	100.0%	6,060	100.0%	2,535	100.0%	3,525	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Community College Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION COMBINED WITH RESEARCH AND/OR PUBLIC SERVICE									
		FULL-TIME					PART-TIME				
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE				
Allegany College of Maryland	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
Anne Arundel Community College	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
Baltimore City Community College	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
Carroll Community College	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
Cecil College	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0

Community College Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION COMBINED WITH RESEARCH AND/OR PUBLIC SERVICE													
		FULL-TIME					PART-TIME								
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE					
Chesapeake College	WHITE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	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
	UNKNOWN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
College of Southern Maryland	WHITE	0	0	0	60	70.6%	36	67.9%	24	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	20	23.5%	12	22.6%	8	0	0	0	0	0	0
	ASIAN	0	0	0	0	0.0%	0	0.0%	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0.0%	0	0.0%	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0.0%	0	0.0%	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0.0%	0	0.0%	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	2	2.4%	2	3.8%	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
	UNKNOWN	0	0	0	3	3.5%	3	5.7%	0	0	0	0	0	0	0
	TOTAL	0	0	0	85	100.0%	53	100.0%	32	0	0	0	0	0	0
Community Colleges of Baltimore County	WHITE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	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
	UNKNOWN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Frederick Community College	WHITE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	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
	UNKNOWN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Garrett College	WHITE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	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
	UNKNOWN	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Community College Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION COMBINED WITH RESEARCH AND/OR PUBLIC SERVICE									
		FULL-TIME					PART-TIME				
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE				
Hagerstown Community College	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
Harford Community College	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
Howard Community College	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
Montgomery College	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
Prince George's Community College	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0

Community College Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION COMBINED WITH RESEARCH AND/OR PUBLIC SERVICE											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Wor-Wic Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Total	WHITE	0	-	0	-	0	-	60	70.6%	36	67.9%	24	75.0%
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	20	23.5%	12	22.6%	8	25.0%
	ASIAN	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	2	2.4%	2	3.8%	0	0.0%
	TWO OR MORE RACES	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	-	0	-	0	-	3	3.5%	3	5.7%	0	0.0%
	TOTAL	0	-	0	-	0	-	85	100.0%	53	100.0%	32	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Community College Faculty by Principal Occupational Assignment, Fall 2015

		RESEARCH											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Allegany College of Maryland	WHITE	1	100.0%	1	100.0%	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	UNKNOWN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	TOTAL	1	100.0%	1	100.0%	0	-	0	-	0	-	0	-
Anne Arundel Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Baltimore City Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Carroll Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Cecil College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-

Community College Faculty by Principal Occupational Assignment, Fall 2015

		RESEARCH									
		FULL-TIME					PART-TIME				
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE				
Chesapeake College	WHITE	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-
College of Southern Maryland	WHITE	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-
Community Colleges of Baltimore County	WHITE	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-
Frederick Community College	WHITE	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-
Garrett College	WHITE	1	100.0%	0	-	1	100.0%	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	-	0	0.0%	0	-	0	-
	ASIAN	0	0.0%	0	-	0	0.0%	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	-	0	0.0%	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	-	0	0.0%	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	-	0	0.0%	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	-	0	0.0%	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	-	0	0.0%	0	-	0	-
	UNKNOWN	0	0.0%	0	-	0	0.0%	0	-	0	-
	TOTAL	1	100.0%	0	-	1	100.0%	0	-	0	-

Community College Faculty by Principal Occupational Assignment, Fall 2015

		RESEARCH											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Wor-Wic Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Total	WHITE	2	100.0%	1	100.0%	1	100.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	TOTAL	2	100.0%	1	100.0%	1	100.0%	0	-	0	-	0	-

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Community College Faculty by Principal Occupational Assignment, Fall 2015

		PUBLIC SERVICE													
		FULL-TIME					PART-TIME								
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE					
Allegany College of Maryland	WHITE	-	0	-	0	-	0	-	0	-	0	-	0	0.0%	
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-	0	-
TOTAL	0	-	0	-	0	-	0	-	0	-	0	-	0	-	
Anne Arundel Community College	WHITE	0	-	0	-	0	-	34	75.6%	16	69.6%	18	81.8%		
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	7	15.6%	4	17.4%	3	13.6%		
	ASIAN	0	-	0	-	0	-	1	2.2%	1	4.3%	0	0.0%		
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%		
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%		
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%		
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	1	2.2%	1	4.3%	0	0.0%		
	TWO OR MORE RACES	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%		
	UNKNOWN	0	-	0	-	0	-	2	4.4%	1	4.3%	1	4.5%		
TOTAL	0	-	0	-	0	-	45	100.0%	23	100.0%	22	100.0%			
Baltimore City Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-		
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-		
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-		
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-		
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-		
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-		
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-		
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-		
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-		
TOTAL	0	-	0	-	0	-	0	-	0	-	0	-			
Carroll Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-		
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-		
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-		
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-		
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-		
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-		
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-		
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-		
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-		
TOTAL	0	-	0	-	0	-	0	-	0	-	0	-			
Cecil College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-		
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-		
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-		
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-		
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-		
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-		
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-		
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-		
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-		
TOTAL	0	-	0	-	0	-	0	-	0	-	0	-			

Community College Faculty by Principal Occupational Assignment, Fall 2015

		PUBLIC SERVICE											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Chesapeake College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
College of Southern Maryland	WHITE	1	100.0%	0	-	1	100.0%	2	100.0%	0	-	2	100.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	ASIAN	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	TOTAL	1	100.0%	0	-	1	100.0%	2	100.0%	0	-	2	100.0%
Community Colleges of Baltimore County	WHITE	1	100.0%	1	100.0%	0	-	34	89.5%	11	100.0%	23	85.2%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	-	1	2.6%	0	0.0%	1	3.7%
	ASIAN	0	0.0%	0	0.0%	0	-	2	5.3%	0	0.0%	2	7.4%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	-	1	2.6%	0	0.0%	1	3.7%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	TOTAL	1	100.0%	1	100.0%	0	-	38	100.0%	11	100.0%	27	100.0%
Frederick Community College	WHITE	6	85.7%	2	66.7%	4	100.0%	1	100.0%	0	-	1	100.0%
	BLACK/AFRICAN AMERICAN	1	14.3%	1	33.3%	0	0.0%	0	0.0%	0	-	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	TOTAL	7	100.0%	3	100.0%	4	100.0%	1	100.0%	0	-	1	100.0%
Garrett College	WHITE	0	-	0	-	0	-	1	100.0%	0	-	1	100.0%
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	ASIAN	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	TWO OR MORE RACES	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	UNKNOWN	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	TOTAL	0	-	0	-	0	-	1	100.0%	0	-	1	100.0%

Community College Faculty by Principal Occupational Assignment, Fall 2015

		PUBLIC SERVICE											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Hagerstown Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
TOTAL	0	-	0	-	0	-	0	-	0	-	0	-	
Harford Community College	WHITE	5	100.0%	1	100.0%	4	100.0%	2	100.0%	1	100.0%	1	100.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	5	100.0%	1	100.0%	4	100.0%	2	100.0%	1	100.0%	1	100.0%	
Howard Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
TOTAL	0	-	0	-	0	-	0	-	0	-	0	-	
Montgomery College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
TOTAL	0	-	0	-	0	-	0	-	0	-	0	-	
Prince George's Community College	WHITE	14	45.2%	3	37.5%	11	47.8%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	13	41.9%	3	37.5%	10	43.5%	5	83.3%	3	100.0%	2	66.7%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	3.2%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	3.2%	0	0.0%	1	4.3%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	1	3.2%	1	12.5%	0	0.0%	1	16.7%	0	0.0%	1	33.3%
	UNKNOWN	1	3.2%	0	0.0%	1	4.3%	0	0.0%	0	0.0%	0	0.0%
TOTAL	31	100.0%	8	100.0%	23	100.0%	6	100.0%	3	100.0%	3	100.0%	

Community College Faculty by Principal Occupational Assignment, Fall 2015

		PUBLIC SERVICE											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Wor-Wic Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Total	WHITE	27	60.0%	7	53.8%	20	62.5%	74	77.9%	28	73.7%	46	80.7%
	BLACK/AFRICAN AMERICAN	14	31.1%	4	30.8%	10	31.3%	13	13.7%	7	18.4%	6	10.5%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	3	3.2%	1	2.6%	2	3.5%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	2.2%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	2.2%	0	0.0%	1	3.1%	2	2.1%	1	2.6%	1	1.8%
	TWO OR MORE RACES	1	2.2%	1	7.7%	0	0.0%	1	1.1%	0	0.0%	1	1.8%
	UNKNOWN	1	2.2%	0	0.0%	1	3.1%	2	2.1%	1	2.6%	1	1.8%
	TOTAL	45	100.0%	13	100.0%	32	100.0%	95	100.0%	38	100.0%	57	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Community College Faculty by Tenure Status, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Allegany College of Maryland	WHITE	102	96.2%	42	95.5%	60	96.8%	119	98.3%	37	100.0%	82	97.6%
	BLACK/AFRICAN AMERICAN	1	0.9%	0	0.0%	1	1.6%	1	0.8%	0	0.0%	1	1.2%
	ASIAN	1	0.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.9%	0	0.0%	1	1.6%	1	0.8%	0	0.0%	1	1.2%
	HISPANIC/LATINO, OF ANY RACE	1	0.9%	1	2.3%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	106	100.0%	44	100.0%	62	100.0%	121	100.0%	37	100.0%	84	100.0%
Anne Arundel Community College	WHITE	208	79.4%	77	76.2%	131	81.4%	536	79.9%	224	80.6%	312	79.4%
	BLACK/AFRICAN AMERICAN	33	12.6%	13	12.9%	20	12.4%	83	12.4%	28	10.1%	55	14.0%
	ASIAN	13	5.0%	7	6.9%	6	3.7%	28	4.2%	12	4.3%	16	4.1%
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.4%	0	0.0%	1	0.6%	2	0.3%	1	0.4%	1	0.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	5	1.9%	4	4.0%	1	0.6%	14	2.1%	8	2.9%	6	1.5%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	2	0.8%	0	0.0%	2	1.2%	8	1.2%	5	1.8%	3	0.8%
	TOTAL	262	100.0%	101	100.0%	161	100.0%	671	100.0%	278	100.0%	393	100.0%
Baltimore City Community College	WHITE	29	27.1%	12	26.1%	17	27.9%	81	27.6%	33	27.5%	48	27.7%
	BLACK/AFRICAN AMERICAN	61	57.0%	22	47.8%	39	63.9%	178	60.8%	71	59.2%	107	61.8%
	ASIAN	5	4.7%	3	6.5%	2	3.3%	11	3.8%	5	4.2%	6	3.5%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	5	1.7%	4	3.3%	1	0.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	11	3.8%	4	3.3%	7	4.0%
	FOREIGN/NON-RESIDENT ALIEN	12	11.2%	9	19.6%	3	4.9%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	0	0.0%	0	0.0%	0	0.0%	3	1.0%	1	0.8%	2	1.2%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	4	1.4%	2	1.7%	2	1.2%
	TOTAL	107	100.0%	46	100.0%	61	100.0%	293	100.0%	120	100.0%	173	100.0%
Carroll Community College	WHITE	74	93.7%	19	90.5%	55	94.8%	168	91.3%	62	91.2%	106	91.4%
	BLACK/AFRICAN AMERICAN	1	1.3%	0	0.0%	1	1.7%	7	3.8%	1	1.5%	6	5.2%
	ASIAN	2	2.5%	1	4.8%	1	1.7%	2	1.1%	0	0.0%	2	1.7%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	0.9%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	1	1.3%	0	0.0%	1	1.7%	6	3.3%	5	7.4%	1	0.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	1.3%	1	4.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	79	100.0%	21	100.0%	58	100.0%	184	100.0%	68	100.0%	116	100.0%
Cecil College	WHITE	42	85.7%	15	83.3%	27	87.1%	174	83.3%	79	82.3%	95	84.1%
	BLACK/AFRICAN AMERICAN	4	8.2%	1	5.6%	3	9.7%	11	5.3%	6	6.3%	5	4.4%
	ASIAN	2	4.1%	1	5.6%	1	3.2%	4	1.9%	1	1.0%	3	2.7%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	2	1.0%	0	0.0%	2	1.8%
	HISPANIC/LATINO, OF ANY RACE	1	2.0%	1	5.6%	0	0.0%	3	1.4%	2	2.1%	1	0.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	15	7.2%	8	8.3%	7	6.2%
	TOTAL	49	100.0%	18	100.0%	31	100.0%	209	100.0%	96	100.0%	113	100.0%

Community College Faculty by Tenure Status, Fall 2015

		Total											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE	TOTAL		MALE		FEMALE		
Chesapeake College	WHITE	47	87.0%	14	82.4%	33	89.2%	61	91.0%	31	93.9%	30	88.2%
	BLACK/AFRICAN AMERICAN	4	7.4%	1	5.9%	3	8.1%	5	7.5%	1	3.0%	4	11.8%
	ASIAN	2	3.7%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	1	1.9%	0	0.0%	1	2.7%	1	1.5%	1	3.0%	0	0.0%
	TOTAL	54	100.0%	17	100.0%	37	100.0%	67	100.0%	33	100.0%	34	100.0%
College of Southern Maryland	WHITE	92	73.0%	37	71.2%	55	74.3%	342	76.0%	154	75.5%	188	76.4%
	BLACK/AFRICAN AMERICAN	15	11.9%	4	7.7%	11	14.9%	84	18.7%	39	19.1%	45	18.3%
	ASIAN	6	4.8%	3	5.8%	3	4.1%	3	0.7%	0	0.0%	3	1.2%
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.8%	1	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	1	0.4%
	HISPANIC/LATINO, OF ANY RACE	5	4.0%	1	1.9%	4	5.4%	12	2.7%	6	2.9%	6	2.4%
	TWO OR MORE RACES	1	0.8%	0	0.0%	1	1.4%	1	0.2%	0	0.0%	1	0.4%
	UNKNOWN	6	4.8%	6	11.5%	0	0.0%	7	1.6%	5	2.5%	2	0.8%
	TOTAL	126	100.0%	52	100.0%	74	100.0%	450	100.0%	204	100.0%	246	100.0%
Community Colleges of Balt County	WHITE	316	72.0%	123	73.7%	193	71.0%	605	68.6%	265	71.4%	340	66.5%
	BLACK/AFRICAN AMERICAN	74	16.9%	24	14.4%	50	18.4%	140	15.9%	45	12.1%	95	18.6%
	ASIAN	22	5.0%	6	3.6%	16	5.9%	26	2.9%	9	2.4%	17	3.3%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	16	1.8%	8	2.2%	8	1.6%
	HISPANIC/LATINO, OF ANY RACE	15	3.4%	8	4.8%	7	2.6%	24	2.7%	8	2.2%	16	3.1%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	4	0.5%	2	0.5%	2	0.4%
	UNKNOWN	12	2.7%	6	3.6%	6	2.2%	67	7.6%	34	9.2%	33	6.5%
	TOTAL	439	100.0%	167	100.0%	272	100.0%	882	100.0%	371	100.0%	511	100.0%
Frederick Community College	WHITE	89	81.7%	39	83.0%	50	80.6%	377	87.7%	170	86.7%	207	88.5%
	BLACK/AFRICAN AMERICAN	12	11.0%	6	12.8%	6	9.7%	15	3.5%	7	3.6%	8	3.4%
	ASIAN	6	5.5%	2	4.3%	4	6.5%	11	2.6%	5	2.6%	6	2.6%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	0.5%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	1	0.9%	0	0.0%	1	1.6%	13	3.0%	5	2.6%	8	3.4%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	0.9%	0	0.0%	1	1.6%	13	3.0%	8	4.1%	5	2.1%
	TOTAL	109	100.0%	47	100.0%	62	100.0%	430	100.0%	196	100.0%	234	100.0%
Garrett College	WHITE	20	83.3%	11	78.6%	9	90.0%	39	100.0%	15	100.0%	24	100.0%
	BLACK/AFRICAN AMERICAN	1	4.2%	1	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	3	12.5%	2	14.3%	1	10.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	24	100.0%	14	100.0%	10	100.0%	39	100.0%	15	100.0%	24	100.0%

Community College Faculty by Tenure Status, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Hagerstown Community College	WHITE	75	93.8%	24	96.0%	51	92.7%	121	79.6%	58	80.6%	63	78.8%
	BLACK/AFRICAN AMERICAN	3	3.8%	0	0.0%	3	5.5%	2	1.3%	0	0.0%	2	2.5%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	3	2.0%	1	1.4%	2	2.5%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	1	1.3%	1	4.0%	0	0.0%	3	2.0%	1	1.4%	2	2.5%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	1.3%	0	0.0%	1	1.8%	23	15.1%	12	16.7%	11	13.8%
	TOTAL	80	100.0%	25	100.0%	55	100.0%	152	100.0%	72	100.0%	80	100.0%
Harford Community College	WHITE	96	90.6%	38	88.4%	58	92.1%	221	90.2%	91	90.1%	130	90.3%
	BLACK/AFRICAN AMERICAN	6	5.7%	4	9.3%	2	3.2%	13	5.3%	4	4.0%	9	6.3%
	ASIAN	2	1.9%	0	0.0%	2	3.2%	3	1.2%	0	0.0%	3	2.1%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.4%	1	1.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	3	1.2%	3	3.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	2	1.9%	1	2.3%	1	1.6%	2	0.8%	1	1.0%	1	0.7%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	0.8%	1	1.0%	1	0.7%
	TOTAL	106	100.0%	43	100.0%	63	100.0%	245	100.0%	101	100.0%	144	100.0%
Howard Community College	WHITE	139	72.0%	45	70.3%	94	72.9%	397	64.9%	156	68.4%	241	62.8%
	BLACK/AFRICAN AMERICAN	23	11.9%	9	14.1%	14	10.9%	99	16.2%	36	15.8%	63	16.4%
	ASIAN	15	7.8%	4	6.3%	11	8.5%	39	6.4%	13	5.7%	26	6.8%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	2	0.3%	0	0.0%	2	0.5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	0.4%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	12	6.2%	5	7.8%	7	5.4%	40	6.5%	11	4.8%	29	7.6%
	HISPANIC/LATINO, OF ANY RACE	3	1.6%	1	1.6%	2	1.6%	21	3.4%	6	2.6%	15	3.9%
	TWO OR MORE RACES	1	0.5%	0	0.0%	1	0.8%	2	0.3%	1	0.4%	1	0.3%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	11	1.8%	4	1.8%	7	1.8%
	TOTAL	193	100.0%	64	100.0%	129	100.0%	612	100.0%	228	100.0%	384	100.0%
Montgomery College-All Campuses	WHITE	328	65.0%	126	64.0%	202	65.6%	577	59.2%	263	59.6%	314	58.8%
	BLACK/AFRICAN AMERICAN	67	13.3%	25	12.7%	42	13.6%	173	17.7%	78	17.7%	95	17.8%
	ASIAN	30	5.9%	17	8.6%	13	4.2%	74	7.6%	36	8.2%	38	7.1%
	AMERICAN INDIAN OR ALASKA NATIVE	7	1.4%	0	0.0%	7	2.3%	7	0.7%	3	0.7%	4	0.7%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	40	7.9%	15	7.6%	25	8.1%	94	9.6%	45	10.2%	49	9.2%
	HISPANIC/LATINO, OF ANY RACE	32	6.3%	14	7.1%	18	5.8%	46	4.7%	16	3.6%	30	5.6%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	1	0.2%
	UNKNOWN	1	0.2%	0	0.0%	1	0.3%	3	0.3%	0	0.0%	3	0.6%
	TOTAL	505	100.0%	197	100.0%	308	100.0%	975	100.0%	441	100.0%	534	100.0%
Prince George's Community College	WHITE	142	53.8%	57	62.0%	85	49.4%	239	29.5%	121	36.7%	118	24.5%
	BLACK/AFRICAN AMERICAN	91	34.5%	26	28.3%	65	37.8%	449	55.4%	156	47.3%	293	60.9%
	ASIAN	2	0.8%	0	0.0%	2	1.2%	11	1.4%	7	2.1%	4	0.8%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1	0.3%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.4%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	1.1%	1	1.1%	2	1.2%	11	1.4%	3	0.9%	8	1.7%
	HISPANIC/LATINO, OF ANY RACE	5	1.9%	1	1.1%	4	2.3%	22	2.7%	10	3.0%	12	2.5%
	TWO OR MORE RACES	12	4.5%	4	4.3%	8	4.7%	22	2.7%	8	2.4%	14	2.9%
	UNKNOWN	8	3.0%	3	3.3%	5	2.9%	56	6.9%	24	7.3%	32	6.7%
	TOTAL	264	100.0%	92	100.0%	172	100.0%	811	100.0%	330	100.0%	481	100.0%

Community College Faculty by Tenure Status, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Wor-Wic Community College	WHITE	62	89.9%	17	85.0%	45	91.8%	87	87.9%	32	88.9%	55	87.3%
	BLACK/AFRICAN AMERICAN	4	5.8%	2	10.0%	2	4.1%	10	10.1%	4	11.1%	6	9.5%
	ASIAN	3	4.3%	1	5.0%	2	4.1%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	2.0%	0	0.0%	2	3.2%
	TOTAL	69	100.0%	20	100.0%	49	100.0%	99	100.0%	36	100.0%	63	100.0%
TOTAL	WHITE	1,861	72.4%	696	71.9%	1,165	72.6%	4,144	66.4%	1,791	68.2%	2,353	65.1%
	BLACK/AFRICAN AMERICAN	400	15.6%	138	14.3%	262	16.3%	1,270	20.4%	476	18.1%	794	22.0%
	ASIAN	114	4.4%	50	5.2%	64	4.0%	215	3.4%	89	3.4%	126	3.5%
	AMERICAN INDIAN OR ALASKA NATIVE	9	0.3%	1	0.1%	8	0.5%	20	0.3%	11	0.4%	9	0.2%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.0%	0	0.0%	1	0.1%	12	0.2%	5	0.2%	7	0.2%
	FOREIGN/NON-RESIDENT ALIEN	68	2.6%	30	3.1%	38	2.4%	168	2.7%	70	2.7%	98	2.7%
	HISPANIC/LATINO, OF ANY RACE	72	2.8%	33	3.4%	39	2.4%	169	2.7%	69	2.6%	100	2.8%
	TWO OR MORE RACES	14	0.5%	4	0.4%	10	0.6%	30	0.5%	11	0.4%	19	0.5%
	UNKNOWN	33	1.3%	16	1.7%	17	1.1%	212	3.4%	104	4.0%	108	3.0%
	TOTAL	2,572	100.0%	968	100.0%	1,604	100.0%	6,240	100.0%	2,626	100.0%	3,614	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

White males 37.4%

Community College Faculty by Tenure Status, Fall 2015

		TENURED											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE	TOTAL		MALE		FEMALE		
Allegany College of Maryland	WHITE	72	98.6%	30	100.0%	42	97.7%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	1	1.4%	0	0.0%	1	2.3%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	TOTAL	73	100.0%	30	100.0%	43	100.0%	0	-	0	-	0	-
Anne Arundel Community College	WHITE	99	81.1%	30	81.1%	69	81.2%	3	100.0%	0	-	3	100.0%
	BLACK/AFRICAN AMERICAN	14	11.5%	2	5.4%	12	14.1%	0	0.0%	0	-	0	0.0%
	ASIAN	7	5.7%	3	8.1%	4	4.7%	0	0.0%	0	-	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	2	1.6%	2	5.4%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	TOTAL	122	100.0%	37	100.0%	85	100.0%	3	100.0%	0	-	3	100.0%
Baltimore City Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Carroll Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Cecil College	WHITE	2	100.0%	1	100.0%	1	100.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	TOTAL	2	100.0%	1	100.0%	1	100.0%	0	-	0	-	0	-

Community College Faculty by Tenure Status, Fall 2015

		TENURED											
		FULL-TIME						PART-TIME					
		TOTAL	MALE		FEMALE		TOTAL	MALE		FEMALE			
Chesapeake College	WHITE	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	UNKNOWN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	TOTAL	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
College of Southern Maryland	WHITE	64	77.1%	29	74.4%	35	79.5%	1	100.0%	0	0.0%	1	100.0%
	BLACK/AFRICAN AMERICAN	8	9.6%	3	7.7%	5	11.4%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	2	2.4%	1	2.6%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	1	1.2%	1	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	4	4.8%	1	2.6%	3	6.8%	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%
	UNKNOWN	4	4.8%	4	10.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	83	100.0%	39	100.0%	44	100.0%	1	100.0%	0	0.0%	1	100.0%
Community Colleges of Balt County	WHITE	49	90.7%	22	91.7%	27	90.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	3	5.6%	1	4.2%	2	6.7%	0	-	0	-	0	-
	ASIAN	2	3.7%	1	4.2%	1	3.3%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	TOTAL	54	100.0%	24	100.0%	30	100.0%	0	-	0	-	0	-
Frederick Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Garrett College	WHITE	9	90.0%	6	85.7%	3	100.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	1	10.0%	1	14.3%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	TOTAL	10	100.0%	7	100.0%	3	100.0%	0	-	0	-	0	-

Community College Faculty by Tenure Status, Fall 2015

		TENURED											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Hagerstown Community College	WHITE	35	94.6%	10	90.9%	25	96.2%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	1	2.7%	1	9.1%	0	0.0%	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	1	2.7%	0	0.0%	1	3.8%	0	-	0	-	0	-
TOTAL	37	100.0%	11	100.0%	26	100.0%	0	-	0	-	0	-	
Harford Community College	WHITE	36	94.7%	14	100.0%	22	91.7%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	1	2.6%	0	0.0%	1	4.2%	0	-	0	-	0	-
	ASIAN	1	2.6%	0	0.0%	1	4.2%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
TOTAL	38	100.0%	14	100.0%	24	100.0%	0	-	0	-	0	-	
Howard Community College	WHITE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
TOTAL	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-	
Montgomery College-All Campuses	WHITE	4	100.0%	3	100.0%	1	100.0%	9	100.0%	8	100.0%	1	100.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	4	100.0%	3	100.0%	1	100.0%	9	100.0%	8	100.0%	1	100.0%	
Prince George's Community College	WHITE	77	70.0%	28	77.8%	49	66.2%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	25	22.7%	7	19.4%	18	24.3%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	3	2.7%	0	0.0%	3	4.1%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	4	3.6%	0	0.0%	4	5.4%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	0.9%	1	2.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	110	100.0%	36	100.0%	74	100.0%	0	0.0%	0	0.0%	0	0.0%	

Community College Faculty by Tenure Status, Fall 2015

		TENURED											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Wor-Wic Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
TOTAL	WHITE	447	83.9%	173	85.6%	274	82.8%	13	100.0%	8	100.0%	5	100.0%
	BLACK/AFRICAN AMERICAN	52	9.8%	13	6.4%	39	11.8%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	13	2.4%	6	3.0%	7	2.1%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.2%	1	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	10	1.9%	4	2.0%	6	1.8%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	4	0.8%	0	0.0%	4	1.2%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	6	1.1%	5	2.5%	1	0.3%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	533	100.0%	202	100.0%	331	100.0%	13	100.0%	8	100.0%	5	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Community College Faculty by Tenure Status, Fall 2015

		NOT TENURED BUT ON TENURE TRACK											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Allegany College of Maryland	WHITE	25	89.3%	8	80.0%	17	94.4%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	1	3.6%	1	10.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	1	3.6%	0	0.0%	1	5.6%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	1	3.6%	1	10.0%	0	0.0%	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	TOTAL	28	100.0%	10	100.0%	18	100.0%	0	-	0	-	0	-
Anne Arundel Community College	WHITE	22	88.0%	8	88.9%	14	87.5%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	1	4.0%	0	0.0%	1	6.3%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	1	4.0%	1	11.1%	0	0.0%	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	1	4.0%	0	0.0%	1	6.3%	0	-	0	-	0	-
	TOTAL	25	100.0%	9	100.0%	16	100.0%	0	-	0	-	0	-
Baltimore City Community College	WHITE	0	-	0	-	0	0.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	0.0%	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	0.0%	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	0.0%	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	0.0%	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	0.0%	0	-	0	-	0	-
Carroll Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Cecil College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-

Community College Faculty by Tenure Status, Fall 2015

		NOT TENURED BUT ON TENURE TRACK											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Chesapeake College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
TOTAL	0	-	0	-	0	-	0	-	0	-	0	-	
College of Southern Maryland	WHITE	4	57.1%	0	0.0%	4	57.1%	0	0.0%	0	-	0	-
	BLACK/AFRICAN AMERICAN	3	42.9%	0	0.0%	3	42.9%	0	0.0%	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	-
TOTAL	7	100.0%	0	0.0%	7	100.0%	0	0.0%	0	-	0	-	
Community Colleges of Balt County	WHITE	-	0.0%	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	-	0.0%	0	-	0	-	0	-	0	-	0	-
	ASIAN	-	0.0%	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	-	0.0%	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	-	0.0%	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	-	0.0%	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	-	0.0%	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	-	0.0%	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	-	0.0%	0	-	0	-	0	-	0	-	0	-
TOTAL	-	0.0%	0	-	0	-	0	-	0	-	0	-	
Frederick Community College	WHITE	-	0.0%	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	-	0.0%	0	-	0	-	0	-	0	-	0	-
	ASIAN	-	0.0%	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	-	0.0%	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	-	0.0%	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	-	0.0%	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	-	0.0%	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	-	0.0%	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	-	0.0%	0	-	0	-	0	-	0	-	0	-
TOTAL	-	0.0%	0	-	0	-	0	-	0	-	0	-	
Garrett College	WHITE	10	76.9%	5	71.4%	5	83.3%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	1	7.7%	1	14.3%	0	0.0%	0	-	0	-	0	-
	ASIAN	2	15.4%	1	14.3%	1	16.7%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
TOTAL	13	100.0%	7	100.0%	6	100.0%	0	-	0	-	0	-	

Community College Faculty by Tenure Status, Fall 2015

		NOT TENURED BUT ON TENURE TRACK											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Hagerstown Community College	WHITE	39	92.9%	14	100.0%	25	89.3%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	3	7.1%	0	0.0%	3	10.7%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	TOTAL	42	100.0%	14	100.0%	28	100.0%	0	-	0	-	0	-
Harford Community College	WHITE	18	85.7%	8	88.9%	10	83.3%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	1	4.8%	0	0.0%	1	8.3%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	2	9.5%	1	11.1%	1	8.3%	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	TOTAL	21	100.0%	9	100.0%	12	100.0%	0	-	0	-	0	-
Howard Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Montgomery College-All Campuses	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Prince George's Community College	WHITE	41	44.6%	23	57.5%	18	34.6%	1	50.0%	1	100.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	40	43.5%	13	32.5%	27	51.9%	1	50.0%	0	0.0%	1	100.0%
	ASIAN	2	2.2%	0	0.0%	2	3.8%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	6	6.5%	3	7.5%	3	5.8%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	3	3.3%	1	2.5%	2	3.8%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	92	100.0%	40	100.0%	52	100.0%	2	100.0%	1	100.0%	1	100.0%

Community College Faculty by Tenure Status, Fall 2015

		NOT TENURED BUT ON TENURE TRACK											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Wor-Wic Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
TOTAL	WHITE	159	69.7%	66	74.2%	93	66.9%	1	50.0%	1	100.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	48	21.1%	14	15.7%	34	24.5%	1	50.0%	0	0.0%	1	100.0%
	ASIAN	6	2.6%	2	2.2%	4	2.9%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.4%	0	0.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	4	1.8%	3	3.4%	1	0.7%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	6	2.6%	3	3.4%	3	2.2%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	4	1.8%	1	1.1%	3	2.2%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	228	100.0%	89	100.0%	139	100.0%	2	100.0%	1	100.0%	1	100.0%

Notes:

- 1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).
- 2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.
- 3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Community College Faculty by Tenure Status, Fall 2015

		OTHER NON-TENURED FACULTY											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Allegany College of Maryland	WHITE	4	100.0%	3	100.0%	1	100.0%	119	98.3%	37	100.0%	82	97.6%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	1	0.8%	0	0.0%	1	1.2%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	0.8%	0	0.0%	1	1.2%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	4	100.0%	3	100.0%	1	100.0%	121	100.0%	37	100.0%	84	100.0%
Anne Arundel Community College	WHITE	87	75.7%	39	70.9%	48	80.0%	533	79.8%	224	80.6%	309	79.2%
	BLACK/AFRICAN AMERICAN	18	15.7%	11	20.0%	7	11.7%	83	12.4%	28	10.1%	55	14.1%
	ASIAN	6	5.2%	4	7.3%	2	3.3%	28	4.2%	12	4.3%	16	4.1%
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.9%	0	0.0%	1	1.7%	2	0.3%	1	0.4%	1	0.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	2	1.7%	1	1.8%	1	1.7%	14	2.1%	8	2.9%	6	1.5%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	0.9%	0	0.0%	1	1.7%	8	1.2%	5	1.8%	3	0.8%
	TOTAL	115	100.0%	55	100.0%	60	100.0%	668	100.0%	278	100.0%	390	100.0%
Baltimore City Community College	WHITE	29	27.1%	12	26.1%	17	27.9%	81	27.6%	33	27.5%	48	27.7%
	BLACK/AFRICAN AMERICAN	61	57.0%	22	47.8%	39	63.9%	178	60.8%	71	59.2%	107	61.8%
	ASIAN	5	4.7%	3	6.5%	2	3.3%	11	3.8%	5	4.2%	6	3.5%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	5	1.7%	4	3.3%	1	0.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	11	3.8%	4	3.3%	7	4.0%
	FOREIGN/NON-RESIDENT ALIEN	12	11.2%	9	19.6%	3	4.9%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	0	0.0%	0	0.0%	0	0.0%	3	1.0%	1	0.8%	2	1.2%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	4	1.4%	2	1.7%	2	1.2%
	TOTAL	107	100.0%	46	100.0%	61	100.0%	293	100.0%	120	100.0%	173	100.0%
Carroll Community College	WHITE	74	93.7%	19	90.5%	55	94.8%	168	91.3%	62	91.2%	106	91.4%
	BLACK/AFRICAN AMERICAN	1	1.3%	0	0.0%	1	1.7%	7	3.8%	1	1.5%	6	5.2%
	ASIAN	2	2.5%	1	4.8%	1	1.7%	2	1.1%	0	0.0%	2	1.7%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	0.9%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	1	1.3%	0	0.0%	1	1.7%	6	3.3%	5	7.4%	1	0.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	1.3%	1	4.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	79	100.0%	21	100.0%	58	100.0%	184	100.0%	68	100.0%	116	100.0%
Cecil College	WHITE	40	85.1%	14	82.4%	26	86.7%	174	83.3%	79	82.3%	95	84.1%
	BLACK/AFRICAN AMERICAN	4	8.5%	1	5.9%	3	10.0%	11	5.3%	6	6.3%	5	4.4%
	ASIAN	2	4.3%	1	5.9%	1	3.3%	4	1.9%	1	1.0%	3	2.7%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	2	1.0%	0	0.0%	2	1.8%
	HISPANIC/LATINO, OF ANY RACE	1	2.1%	1	5.9%	0	0.0%	3	1.4%	2	2.1%	1	0.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	15	7.2%	8	8.3%	7	6.2%
	TOTAL	47	100.0%	17	100.0%	30	100.0%	209	100.0%	96	100.0%	113	100.0%

Community College Faculty by Tenure Status, Fall 2015

		OTHER NON-TENURED FACULTY											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE	TOTAL		MALE		FEMALE		
Chesapeake College	WHITE	47	87.0%	14	82.4%	33	89.2%	61	91.0%	31	93.9%	30	88.2%
	BLACK/AFRICAN AMERICAN	4	7.4%	1	5.9%	3	8.1%	5	7.5%	1	3.0%	4	11.8%
	ASIAN	2	3.7%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	1	1.9%	0	0.0%	1	2.7%	1	1.5%	1	3.0%	0	0.0%
	TOTAL	54	100.0%	17	100.0%	37	100.0%	67	100.0%	33	100.0%	34	100.0%
College of Southern Maryland	WHITE	23	65.7%	8	61.5%	15	68.2%	339	75.8%	154	75.5%	185	76.1%
	BLACK/AFRICAN AMERICAN	4	11.4%	1	7.7%	3	13.6%	84	18.8%	39	19.1%	45	18.5%
	ASIAN	4	11.4%	2	15.4%	2	9.1%	3	0.7%	0	0.0%	3	1.2%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%	1	0.4%
	HISPANIC/LATINO, OF ANY RACE	1	2.9%	0	0.0%	1	4.5%	12	2.7%	6	2.9%	6	2.5%
	TWO OR MORE RACES	1	2.9%	0	0.0%	1	4.5%	1	0.2%	0	0.0%	1	0.4%
	UNKNOWN	2	5.7%	2	15.4%	0	0.0%	7	1.6%	5	2.5%	2	0.8%
	TOTAL	35	100.0%	13	100.0%	22	100.0%	447	100.0%	204	100.0%	243	100.0%
Community Colleges of Balt County	WHITE	266	69.3%	100	70.4%	166	68.6%	605	68.6%	265	71.4%	340	66.5%
	BLACK/AFRICAN AMERICAN	71	18.5%	23	16.2%	48	19.8%	140	15.9%	45	12.1%	95	18.6%
	ASIAN	20	5.2%	5	3.5%	15	6.2%	26	2.9%	9	2.4%	17	3.3%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	16	1.8%	8	2.2%	8	1.6%
	HISPANIC/LATINO, OF ANY RACE	15	3.9%	8	5.6%	7	2.9%	24	2.7%	8	2.2%	16	3.1%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	4	0.5%	2	0.5%	2	0.4%
	UNKNOWN	12	3.1%	6	4.2%	6	2.5%	67	7.6%	34	9.2%	33	6.5%
	TOTAL	384	100.0%	142	100.0%	242	100.0%	882	100.0%	371	100.0%	511	100.0%
Frederick Community College	WHITE	83	81.4%	37	84.1%	46	79.3%	376	87.6%	170	86.7%	206	88.4%
	BLACK/AFRICAN AMERICAN	11	10.8%	5	11.4%	6	10.3%	15	3.5%	7	3.6%	8	3.4%
	ASIAN	6	5.9%	2	4.5%	4	6.9%	11	2.6%	5	2.6%	6	2.6%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	0.5%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	1	1.0%	0	0.0%	1	1.7%	13	3.0%	5	2.6%	8	3.4%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	1.0%	0	0.0%	1	1.7%	13	3.0%	8	4.1%	5	2.1%
	TOTAL	102	100.0%	44	100.0%	58	100.0%	429	100.0%	196	100.0%	233	100.0%
Garrett College	WHITE	0	0.0%	0	-	0	0.0%	38	100.0%	15	100.0%	23	100.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	0	0.0%	0	-	0	0.0%	38	100.0%	15	100.0%	23	100.0%

Community College Faculty by Tenure Status, Fall 2015

		OTHER NON-TENURED FACULTY											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Hagerstown Community College	WHITE	1	100.0%	0	-	1	100.0%	121	79.6%	58	80.6%	63	78.8%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	-	0	0.0%	2	1.3%	0	0.0%	2	2.5%
	ASIAN	0	0.0%	0	-	0	0.0%	3	2.0%	1	1.4%	2	2.5%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	0	0.0%	0	-	0	0.0%	3	2.0%	1	1.4%	2	2.5%
	TWO OR MORE RACES	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	-	0	0.0%	23	15.1%	12	16.7%	11	13.8%
	TOTAL	1	100.0%	0	-	1	100.0%	152	100.0%	72	100.0%	80	100.0%
Harford Community College	WHITE	37	88.1%	15	78.9%	22	95.7%	219	90.1%	90	90.0%	129	90.2%
	BLACK/AFRICAN AMERICAN	5	11.9%	4	21.1%	1	4.3%	13	5.3%	4	4.0%	9	6.3%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	3	1.2%	0	0.0%	3	2.1%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.4%	1	1.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	3	1.2%	3	3.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	0	0.0%	0	0.0%	0	0.0%	2	0.8%	1	1.0%	1	0.7%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	0.8%	1	1.0%	1	0.7%
	TOTAL	42	100.0%	19	100.0%	23	100.0%	243	100.0%	100	100.0%	143	100.0%
Howard Community College	WHITE	139	72.0%	45	70.3%	94	72.9%	397	64.9%	156	68.4%	241	62.8%
	BLACK/AFRICAN AMERICAN	23	11.9%	9	14.1%	14	10.9%	99	16.2%	36	15.8%	63	16.4%
	ASIAN	15	7.8%	4	6.3%	11	8.5%	39	6.4%	13	5.7%	26	6.8%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	2	0.3%	0	0.0%	2	0.5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	0.4%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	12	6.2%	5	7.8%	7	5.4%	40	6.5%	11	4.8%	29	7.6%
	HISPANIC/LATINO, OF ANY RACE	3	1.6%	1	1.6%	2	1.6%	21	3.4%	6	2.6%	15	3.9%
	TWO OR MORE RACES	1	0.5%	0	0.0%	1	0.8%	2	0.3%	1	0.4%	1	0.3%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	11	1.8%	4	1.8%	7	1.8%
	TOTAL	193	100.0%	64	100.0%	129	100.0%	612	100.0%	228	100.0%	384	100.0%
Montgomery College-All Campuses	WHITE	324	64.7%	123	63.4%	201	65.5%	568	58.8%	255	58.9%	313	58.7%
	BLACK/AFRICAN AMERICAN	67	13.4%	25	12.9%	42	13.7%	173	17.9%	78	18.0%	95	17.8%
	ASIAN	30	6.0%	17	8.8%	13	4.2%	74	7.7%	36	8.3%	38	7.1%
	AMERICAN INDIAN OR ALASKA NATIVE	7	1.4%	0	0.0%	7	2.3%	7	0.7%	3	0.7%	4	0.8%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	40	8.0%	15	7.7%	25	8.1%	94	9.7%	45	10.4%	49	9.2%
	HISPANIC/LATINO, OF ANY RACE	32	6.4%	14	7.2%	18	5.9%	46	4.8%	16	3.7%	30	5.6%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	1	0.2%
	UNKNOWN	1	0.2%	0	0.0%	1	0.3%	3	0.3%	0	0.0%	3	0.6%
	TOTAL	501	100.0%	194	100.0%	307	100.0%	966	100.0%	433	100.0%	533	100.0%
Prince George's Community College	WHITE	10	31.3%	3	33.3%	7	30.4%	238	29.6%	120	36.8%	118	24.7%
	BLACK/AFRICAN AMERICAN	13	40.6%	3	33.3%	10	43.5%	443	55.2%	153	46.9%	290	60.8%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	11	1.4%	7	2.1%	4	0.8%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1	0.3%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	3.1%	0	0.0%	1	4.3%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	9.4%	1	11.1%	2	8.7%	11	1.4%	3	0.9%	8	1.7%
	HISPANIC/LATINO, OF ANY RACE	1	3.1%	1	11.1%	0	0.0%	22	2.7%	10	3.1%	12	2.5%
	TWO OR MORE RACES	1	3.1%	0	0.0%	1	4.3%	21	2.6%	8	2.5%	13	2.7%
	UNKNOWN	3	9.4%	1	11.1%	2	8.7%	56	7.0%	24	7.4%	32	6.7%
	TOTAL	32	100.0%	9	100.0%	23	100.0%	803	100.0%	326	100.0%	477	100.0%

Community College Faculty by Tenure Status, Fall 2015

		OTHER NON-TENURED FACULTY											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Wor-Wic Community College	WHITE	62	89.9%	17	85.0%	45	91.8%	87	87.9%	32	88.9%	55	87.3%
	BLACK/AFRICAN AMERICAN	4	5.8%	2	10.0%	2	4.1%	10	10.1%	4	11.1%	6	9.5%
	ASIAN	3	4.3%	1	5.0%	2	4.1%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	2.0%	0	0.0%	2	3.2%
	TOTAL	69	100.0%	20	100.0%	49	100.0%	99	100.0%	36	100.0%	63	100.0%
TOTAL	WHITE	1,226	69.5%	449	67.6%	777	70.6%	4,124	66.4%	1,781	68.2%	2,343	65.1%
	BLACK/AFRICAN AMERICAN	286	16.2%	107	16.1%	179	16.3%	1,264	20.3%	473	18.1%	791	22.0%
	ASIAN	95	5.4%	42	6.3%	53	4.8%	215	3.5%	89	3.4%	126	3.5%
	AMERICAN INDIAN OR ALASKA NATIVE	8	0.5%	0	0.0%	8	0.7%	20	0.3%	11	0.4%	9	0.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.1%	0	0.0%	1	0.1%	12	0.2%	5	0.2%	7	0.2%
	FOREIGN/NON-RESIDENT ALIEN	67	3.8%	30	4.5%	37	3.4%	168	2.7%	70	2.7%	98	2.7%
	HISPANIC/LATINO, OF ANY RACE	57	3.2%	26	3.9%	31	2.8%	169	2.7%	69	2.6%	100	2.8%
	TWO OR MORE RACES	3	0.2%	0	0.0%	3	0.3%	29	0.5%	11	0.4%	18	0.5%
	UNKNOWN	22	1.2%	10	1.5%	12	1.1%	212	3.4%	104	4.0%	108	3.0%
	TOTAL	1,765	100.0%	664	100.0%	1,101	100.0%	6,213	100.0%	2,613	100.0%	3,600	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Community College Faculty by Tenure Status, Fall 2015

		NOT APPLICABLE											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE	TOTAL		MALE		FEMALE		
Allegany College of Maryland	WHITE	1	100.0%	1	100.0%	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0	0	0	0	0	0	0
	ASIAN	0	0.0%	0	0.0%	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, OF ANY RACE	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
	UNKNOWN	0	0.0%	0	0.0%	0	0	0	0	0	0	0	0
	TOTAL	1	100.0%	1	100.0%	0	0	0	0	0	0	0	0
Anne Arundel Community College	WHITE	0	-	0	-	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	0	0	0	0	0	0	0
	ASIAN	0	-	0	-	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	-	0	-	0	0	0	0	0	0	0	0
	UNKNOWN	0	-	0	-	0	0	0	0	0	0	0	0
	TOTAL	0	-	0	-	0	0	0	0	0	0	0	0	0
Baltimore City Community College	WHITE	0	-	0	-	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	0	0	0	0	0	0	0
	ASIAN	0	-	0	-	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	-	0	-	0	0	0	0	0	0	0	0
	UNKNOWN	0	-	0	-	0	0	0	0	0	0	0	0
	TOTAL	0	-	0	-	0	0	0	0	0	0	0	0
Carroll Community College	WHITE	0	-	0	-	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	0	0	0	0	0	0	0
	ASIAN	0	-	0	-	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	-	0	-	0	0	0	0	0	0	0	0
	UNKNOWN	0	-	0	-	0	0	0	0	0	0	0	0
	TOTAL	0	-	0	-	0	0	0	0	0	0	0	0
Cecil College	WHITE	0	-	0	-	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	0	0	0	0	0	0	0
	ASIAN	0	-	0	-	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	-	0	-	0	0	0	0	0	0	0	0
	UNKNOWN	0	-	0	-	0	0	0	0	0	0	0	0
	TOTAL	0	-	0	-	0	0	0	0	0	0	0	0

Community College Faculty by Tenure Status, Fall 2015

		NOT APPLICABLE											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Chesapeake College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
College of Southern Maryland	WHITE	1	100.0%	0	-	1	100.0%	2	100.0%	0	-	2	100.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	ASIAN	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	-	0	0.0%	0	0.0%	0	-	0	0.0%
	TOTAL	1	100.0%	0	-	1	100.0%	2	100.0%	0	-	2	100.0%
Community Colleges of Balt County	WHITE	1	100.0%	1	100.0%	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	UNKNOWN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	TOTAL	1	100.0%	1	100.0%	0	-	0	-	0	-	0	-
Frederick Community College	WHITE	6	85.7%	2	66.7%	4	100.0%	1	100.0%	0	0.0%	1	100.0%
	BLACK/AFRICAN AMERICAN	1	14.3%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	7	100.0%	3	100.0%	4	100.0%	1	100.0%	0	0.0%	1	100.0%
Garrett College	WHITE	1	100.0%	0	-	1	100.0%	1	100.0%	0	0.0%	1	100.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	1	100.0%	0	-	1	100.0%	1	100.0%	0	0.0%	1	100.0%

Community College Faculty by Tenure Status, Fall 2015

		NOT APPLICABLE											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Hagerstown Community College	WHITE	0	-	0	-	0	-	0	0.0%	0	0.0%	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	0.0%	0	0.0%	0	-
	ASIAN	0	-	0	-	0	-	0	0.0%	0	0.0%	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	0.0%	0	0.0%	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	0.0%	0	0.0%	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	0.0%	0	0.0%	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	0.0%	0	0.0%	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	0.0%	0	0.0%	0	-
	UNKNOWN	0	-	0	-	0	-	0	0.0%	0	0.0%	0	-
	TOTAL	0	-	0	-	0	-	0	0.0%	0	0.0%	0	-
Harford Community College	WHITE	5	100.0%	1	100.0%	4	100.0%	2	100.0%	1	100.0%	1	100.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	5	100.0%	1	100.0%	4	100.0%	2	100.0%	1	100.0%	1	100.0%
Howard Community College	WHITE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Montgomery College-All Campuses	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Prince George's Community College	WHITE	14	46.7%	3	42.9%	11	47.8%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	13	43.3%	3	42.9%	10	43.5%	5	83.3%	3	100.0%	2	66.7%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	1	3.3%	0	0.0%	1	4.3%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	1	3.3%	1	14.3%	0	0.0%	1	16.7%	0	0.0%	1	33.3%
	UNKNOWN	1	3.3%	0	0.0%	1	4.3%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	30	100.0%	7	100.0%	23	100.0%	6	100.0%	3	100.0%	3	100.0%

Community College Faculty by Tenure Status, Fall 2015

		NOT APPLICABLE											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Wor-Wic Community College	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
TOTAL	WHITE	29	63.0%	8	61.5%	21	63.6%	6	50.0%	1	25.0%	5	62.5%
	BLACK/AFRICAN AMERICAN	14	30.4%	4	30.8%	10	30.3%	5	41.7%	3	75.0%	2	25.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	1	2.2%	0	0.0%	1	3.0%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	1	2.2%	1	7.7%	0	0.0%	1	8.3%	0	0.0%	1	12.5%
	UNKNOWN	1	2.2%	0	0.0%	1	3.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	46	100.0%	13	100.0%	33	100.0%	12	100.0%	4	100.0%	8	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME					PART-TIME						
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE						
Bowie State University	WHITE	34	15.5%	22	20.4%	12	10.7%	14	5.5%	3	3.2%	11	6.8%
	BLACK/AFRICAN AMERICAN	153	69.5%	66	61.1%	87	77.7%	179	70.2%	71	76.3%	108	66.7%
	ASIAN	11	5.0%	7	6.5%	4	3.6%	3	1.2%	2	2.2%	1	.6%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	1	.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	1.4%	3	2.8%	0	0.0%	15	5.9%	6	6.5%	9	5.6%
	HISPANIC/LATINO, ANY RACE	10	4.5%	6	5.6%	4	3.6%	4	1.6%	0	0.0%	4	2.5%
	TWO OR MORE RACES	1	0.5%	0	0.0%	1	.9%	3	1.2%	0	0.0%	3	1.9%
	UNKNOWN	8	3.6%	4	3.7%	4	3.6%	36	14.1%	11	11.8%	25	15.4%
	TOTAL	220	100.0%	108	100.0%	112	100.0%	255	100.0%	93	100.0%	162	100.0%
Coppin State University	WHITE	23	18.0%	16	25.8%	7	10.6%	15	11.6%	10	18.9%	5	6.6%
	BLACK/AFRICAN AMERICAN	85	66.4%	34	54.8%	51	77.3%	103	79.8%	34	64.2%	69	90.8%
	ASIAN	8	6.3%	5	8.1%	3	4.5%	6	4.7%	6	11.3%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.8%	0	0.0%	1	1.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	7	5.5%	5	8.1%	2	3.0%	2	1.6%	2	3.8%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	1.6%	1	1.6%	1	1.5%	1	0.8%	0	0.0%	1	1.3%
	TWO OR MORE RACES	2	1.6%	1	1.6%	1	1.5%	1	0.8%	1	1.9%	0	0.0%
	UNKNOWN	1	0.8%	0	0.0%	1	1.5%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	128	100.0%	62	100.0%	66	100.0%	129	100.0%	53	100.0%	76	100.0%
Frostburg State University	WHITE	205	82.7%	120	82.2%	85	83.3%	123	92.5%	56	91.8%	67	93.1%
	BLACK/AFRICAN AMERICAN	11	4.4%	8	5.5%	3	2.9%	3	2.3%	1	1.6%	2	2.8%
	ASIAN	17	6.9%	11	7.5%	6	5.9%	2	1.5%	1	1.6%	1	1.4%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.8%	1	1.6%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	8	3.2%	6	4.1%	2	2.0%	1	0.8%	0	0.0%	1	1.4%
	HISPANIC/LATINO, ANY RACE	5	2.0%	1	.7%	4	3.9%	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%
	UNKNOWN	2	0.8%	0	0.0%	2	2.0%	3	2.3%	2	3.3%	1	1.4%
	TOTAL	248	100.0%	146	100.0%	102	100.0%	133	100.0%	61	100.0%	72	100.0%
Salisbury University	WHITE	342	82.4%	175	82.2%	167	82.7%	218	90.1%	72	91.1%	146	89.6%
	BLACK/AFRICAN AMERICAN	23	5.5%	15	7.0%	8	4.0%	10	4.1%	3	3.8%	7	4.3%
	ASIAN	32	7.7%	14	6.6%	18	8.9%	5	2.1%	1	1.3%	4	2.5%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	1	.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	4	1.0%	2	.9%	2	1.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	10	2.4%	4	1.9%	6	3.0%	2	0.8%	0	0.0%	2	1.2%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	4	1.0%	3	1.4%	1	.5%	6	2.5%	3	3.8%	3	1.8%
	TOTAL	415	100.0%	213	100.0%	202	100.0%	242	100.0%	79	100.0%	163	100.0%
Towson University	WHITE	701	78.3%	309	78.2%	392	78.4%	639	79.7%	271	79.9%	368	79.5%
	BLACK/AFRICAN AMERICAN	46	5.1%	14	3.5%	32	6.4%	72	9.0%	29	8.6%	43	9.3%
	ASIAN	95	10.6%	46	11.6%	49	9.8%	22	2.7%	10	2.9%	12	2.6%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.1%	1	.3%	0	0.0%	4	0.5%	2	.6%	2	.4%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	2	0.2%	2	.5%	0	0.0%	1	0.1%	0	0.0%	1	.2%
	FOREIGN/NON-RESIDENT ALIEN	5	0.6%	4	1.0%	1	.2%	7	0.9%	3	.9%	4	.9%
	HISPANIC/LATINO, ANY RACE	21	2.3%	7	1.8%	14	2.8%	19	2.4%	6	1.8%	13	2.8%
	TWO OR MORE RACES	2	0.2%	0	0.0%	2	.4%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	22	2.5%	12	3.0%	10	2.0%	38	4.7%	18	5.3%	20	4.3%
	TOTAL	895	100.0%	395	100.0%	500	100.0%	802	100.0%	339	100.0%	463	100.0%
University of Baltimore	WHITE	155	77.1%	90	80.4%	65	73.0%	155	72.4%	100	73.5%	55	70.5%
	BLACK/AFRICAN AMERICAN	17	8.5%	7	6.3%	10	11.2%	34	15.9%	22	16.2%	12	15.4%
	ASIAN	17	8.5%	8	7.1%	9	10.1%	3	1.4%	2	1.5%	1	1.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	7	3.5%	5	4.5%	2	2.2%	2	0.9%	2	1.5%	0	0.0%
	HISPANIC/LATINO, ANY RACE	4	2.0%	1	.9%	3	3.4%	3	1.4%	2	1.5%	1	1.3%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	1.3%
	UNKNOWN	1	0.5%	1	.9%	0	0.0%	16	7.5%	8	5.9%	8	10.3%
	TOTAL	201	100.0%	112	100.0%	89	100.0%	214	100.0%	136	100.0%	78	100.0%

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
University of Maryland, Baltimore	WHITE	1,279	59.4%	679	59.1%	600	59.7%	904	72.3%	362	75.7%	542	70.1%
	BLACK/AFRICAN AMERICAN	171	7.9%	68	5.9%	103	10.2%	127	10.2%	32	6.7%	95	12.3%
	ASIAN	420	19.5%	247	21.5%	173	17.2%	109	8.7%	42	8.8%	67	8.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	5	0.2%	3	.3%	2	.2%	2	0.2%	1	.2%	1	.1%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	3	0.1%	0	0.0%	3	.3%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	215	10.0%	118	10.3%	97	9.7%	81	6.5%	34	7.1%	47	6.1%
	HISPANIC/LATINO, ANY RACE	50	2.3%	30	2.6%	20	2.0%	19	1.5%	4	.8%	15	1.9%
	TWO OR MORE RACES	4	0.2%	1	.1%	3	.3%	4	0.3%	1	.2%	3	.4%
	UNKNOWN	6	0.3%	2	.2%	4	.4%	5	0.4%	2	.4%	3	.4%
	TOTAL	2,153	100.0%	1,148	100.0%	1,005	100.0%	1,251	100.0%	478	100.0%	773	100.0%
University of Maryland, Baltimore County	WHITE	458	68.5%	256	70.5%	202	66.0%	297	70.0%	180	69.2%	117	71.3%
	BLACK/AFRICAN AMERICAN	40	6.0%	18	5.0%	22	7.2%	32	7.5%	17	6.5%	15	9.1%
	ASIAN	104	15.5%	53	14.6%	51	16.7%	26	6.1%	15	5.8%	11	6.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	2	0.5%	1	.4%	1	.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	43	6.4%	26	7.2%	17	5.8%	54	12.7%	40	15.4%	14	8.5%
	HISPANIC/LATINO, ANY RACE	20	3.0%	8	2.2%	12	3.9%	9	2.1%	4	1.5%	5	3.0%
	TWO OR MORE RACES	1	0.1%	1	.3%	0	0.0%	2	0.5%	2	.8%	0	0.0%
	UNKNOWN	3	0.4%	1	.3%	2	.7%	2	0.5%	1	.4%	1	.6%
	TOTAL	669	100.0%	363	100.0%	306	100.0%	424	100.0%	260	100.0%	164	100.0%
University of Maryland, College Park	WHITE	1,846	56.1%	1,176	56.5%	670	55.5%	1,038	46.4%	660	45.2%	378	48.6%
	BLACK/AFRICAN AMERICAN	149	4.5%	65	3.1%	84	7.0%	71	3.2%	30	2.1%	41	5.3%
	ASIAN	404	12.3%	272	13.1%	132	10.9%	147	6.6%	94	6.4%	53	6.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	3	0.1%	3	.1%	0	0.0%	2	0.1%	1	.1%	1	.1%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	3	0.1%	1	.0%	2	.2%	1	0.0%	1	.1%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	451	13.7%	326	15.7%	125	10.3%	660	29.5%	486	33.3%	174	22.4%
	HISPANIC/LATINO, ANY RACE	142	4.3%	79	3.8%	63	5.2%	74	3.3%	45	3.1%	29	3.7%
	TWO OR MORE RACES	4	0.1%	1	.0%	3	.2%	4	0.2%	4	.3%	0	0.0%
	UNKNOWN	289	8.8%	160	7.7%	129	10.7%	240	10.7%	138	9.5%	102	13.1%
	TOTAL	3,291	100.0%	2,083	100.0%	1,208	100.0%	2,237	100.0%	1,459	100.0%	778	100.0%
University of Maryland Eastern Shore	WHITE	83	34.7%	44	33.1%	39	36.8%	80	47.6%	40	55.6%	40	41.7%
	BLACK/AFRICAN AMERICAN	94	39.3%	50	37.6%	44	41.5%	58	34.5%	26	36.1%	32	33.3%
	ASIAN	36	15.1%	23	17.3%	13	12.3%	6	3.6%	1	1.4%	5	5.2%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.4%	1	.8%	0	0.0%	1	0.6%	0	0.0%	1	1.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.4%	1	.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	11	4.6%	6	4.5%	5	4.7%	13	7.7%	3	4.2%	10	10.4%
	HISPANIC/LATINO, ANY RACE	8	3.3%	5	3.8%	3	2.8%	7	4.2%	1	1.4%	6	6.3%
	TWO OR MORE RACES	1	0.4%	0	0.0%	1	.9%	1	0.6%	0	0.0%	1	1.0%
	UNKNOWN	4	1.7%	3	2.3%	1	.9%	2	1.2%	1	1.4%	1	1.0%
	TOTAL	239	100.0%	133	100.0%	106	100.0%	168	100.0%	72	100.0%	96	100.0%
University of Maryland University College	WHITE	104	71.7%	56	72.7%	48	70.6%	1,775	66.6%	985	66.6%	790	66.6%
	BLACK/AFRICAN AMERICAN	12	8.3%	2	2.6%	10	14.7%	454	17.0%	231	15.6%	223	18.8%
	ASIAN	12	8.3%	9	11.7%	3	4.4%	174	6.5%	102	6.9%	72	6.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.7%	1	1.3%	0	0.0%	18	0.7%	12	.8%	6	.5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	.1%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	2.1%	3	3.9%	0	0.0%	43	1.6%	32	2.2%	11	.9%
	HISPANIC/LATINO, ANY RACE	1	0.7%	1	1.3%	0	0.0%	88	3.3%	54	3.7%	34	2.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	5	0.2%	3	.2%	2	.2%
	UNKNOWN	12	8.3%	5	6.5%	7	10.3%	108	4.1%	59	4.0%	49	4.1%
	TOTAL	145	100.0%	77	100.0%	68	100.0%	2,666	100.0%	1,479	100.0%	1,187	100.0%
Morgan State University	WHITE	66	15.1%	42	16.5%	24	13.1%	10	9.7%	5	9.3%	5	10.2%
	BLACK/AFRICAN AMERICAN	181	41.3%	95	37.3%	86	47.0%	52	50.5%	25	46.3%	27	55.1%
	ASIAN	33	7.5%	25	9.8%	8	4.4%	3	2.9%	2	3.7%	1	2.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.2%	1	.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.2%	1	.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	61	13.9%	39	15.3%	22	12.0%	14	13.6%	11	20.4%	3	6.1%
	HISPANIC/LATINO, ANY RACE	7	1.6%	4	1.6%	3	1.6%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	3	0.7%	0	0.0%	3	1.6%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	85	19.4%	48	18.8%	37	20.2%	24	23.3%	11	20.4%	13	26.5%
	TOTAL	438	100.0%	255	100.0%	183	100.0%	103	100.0%	54	100.0%	49	100.0%

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
St. Mary's College of Maryland	WHITE	118	80.8%	63	81.8%	55	79.7%	24	82.8%	8	80.0%	16	84.2%
	BLACK/AFRICAN AMERICAN	8	5.5%	4	5.2%	4	5.8%	2	6.9%	1	10.0%	1	5.3%
	ASIAN	8	5.5%	4	5.2%	4	5.8%	1	3.4%	0	0.0%	1	5.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.7%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	10	6.8%	5	6.5%	5	7.2%	1	3.4%	1	10.0%	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%
	UNKNOWN	1	0.7%	1	1.3%	0	0.0%	1	3.4%	0	0.0%	1	5.3%
	TOTAL	146	100.0%	77	100.0%	69	100.0%	29	100.0%	10	100.0%	19	100.0%
Total	WHITE	5,414	58.9%	3,048	58.9%	2,366	58.9%	5,292	61.2%	2,752	60.2%	2,540	62.3%
	BLACK/AFRICAN AMERICAN	990	10.8%	446	8.6%	544	13.5%	1,197	13.8%	522	11.4%	675	16.5%
	ASIAN	1,197	13.0%	724	14.0%	473	11.8%	507	5.9%	278	6.1%	229	5.6%
	AMERICAN INDIAN OR ALASKAN NATIVE	12	0.1%	10	.2%	2	.0%	33	0.4%	18	.4%	15	.4%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	10	0.1%	5	.1%	5	.1%	3	0.0%	2	.0%	1	.0%
	FOREIGN/NON-RESIDENT ALIEN	819	8.9%	543	10.5%	276	6.9%	892	10.3%	619	13.5%	273	6.7%
	HISPANIC/LATINO, ANY RACE	290	3.2%	152	2.9%	138	3.4%	227	2.6%	117	2.6%	110	2.7%
	TWO OR MORE RACES	18	0.2%	4	.1%	14	.3%	21	0.2%	11	.2%	10	.2%
	UNKNOWN	438	4.8%	240	4.6%	198	4.9%	481	5.6%	254	5.6%	227	5.6%
	TOTAL	9,188	100.0%	5,172	100.0%	4,016	100.0%	8,653	100.0%	4,573	100.0%	4,080	100.0%

Notes:

- 1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).
- 2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.
- 3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION											
		FULL-TIME					PART-TIME						
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE						
St. Mary's College of Maryland	WHITE	118	80.8%	63	81.8%	55	79.7%	24	82.8%	8	80.0%	16	84.2%
	BLACK/AFRICAN AMERICAN	8	5.5%	4	5.2%	4	5.8%	2	6.9%	1	10.0%	1	5.3%
	ASIAN	8	5.5%	4	5.2%	4	5.8%	1	3.4%	0	0.0%	1	5.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.7%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	10	6.8%	5	6.5%	5	7.2%	1	3.4%	1	10.0%	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%
	UNKNOWN	1	0.7%	1	1.3%	0	0.0%	1	3.4%	0	0.0%	1	5.3%
	TOTAL	146	100.0%	77	100.0%	69	100.0%	29	100.0%	10	100.0%	19	100.0%
Total	WHITE	4,546	63.9%	2,535	64.8%	2,011	62.8%	4,404	68.0%	2,223	68.9%	2,181	67.0%
	BLACK/AFRICAN AMERICAN	887	12.5%	405	10.4%	482	15.0%	1,107	17.1%	487	15.1%	620	19.0%
	ASIAN	916	12.9%	554	14.2%	362	11.3%	344	5.3%	188	5.8%	156	4.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	10	0.1%	9	.2%	1	.0%	30	0.5%	16	.5%	14	.4%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	8	0.1%	4	.1%	4	.1%	2	0.0%	1	.0%	1	.0%
	FOREIGN/NON-RESIDENT ALIEN	214	3.0%	133	3.4%	81	2.5%	95	1.5%	62	1.9%	33	1.0%
	HISPANIC/LATINO, ANY RACE	227	3.2%	109	2.8%	118	3.7%	152	2.3%	71	2.2%	81	2.5%
	TWO OR MORE RACES	16	0.2%	3	.1%	13	.4%	14	0.2%	7	.2%	7	.2%
	UNKNOWN	291	4.1%	160	4.1%	131	4.1%	333	5.1%	170	5.3%	163	5.0%
	TOTAL	7,115	100.0%	3,912	100.0%	3,203	100.0%	6,481	100.0%	3,225	100.0%	3,256	100.0%

Notes:

- 1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).
- 2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.
- 3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION COMBINED WITH RESEARCH AND/OR PUBLIC SERVICE									
		FULL-TIME					PART-TIME				
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	
Bowie State University	WHITE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Coppin State University	WHITE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Frostburg State University	WHITE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Salisbury University	WHITE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Towson University	WHITE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
University of Baltimore	WHITE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION COMBINED WITH RESEARCH AND/OR PUBLIC SERVICE											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
University of Maryland, Baltimore	WHITE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	ASIAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	TOTAL	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
University of Maryland, Baltimore County	WHITE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	ASIAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	TOTAL	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
University of Maryland, College Park	WHITE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	ASIAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	TOTAL	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
University of Maryland Eastern Shore	WHITE	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	2	100.0%	2	100.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	TOTAL	2	100.0%	2	100.0%	0	0.0%	0	-	0	0.0%	0	0.0%
University of Maryland University College	WHITE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	ASIAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	TOTAL	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
Morgan State University	WHITE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	ASIAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	TOTAL	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		INSTRUCTION COMBINED WITH RESEARCH AND/OR PUBLIC SERVICE											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
St. Mary's College of Maryland	WHITE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	ASIAN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	TOTAL	0	-	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
Total	WHITE	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	2	100.0%	2	100.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%
	TOTAL	2	100.0%	2	100.0%	0	0.0%	0	-	0	0.0%	0	0.0%

Notes:

- 1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).
- 2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.
- 3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		RESEARCH									
		FULL-TIME					PART-TIME				
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE				
Bowie State University	WHITE	0	0	0	1	4.8%	0	0.0%	1	5.3%	
	BLACK/AFRICAN AMERICAN	0	0	0	10	47.6%	0	0.0%	10	52.6%	
	ASIAN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	9	42.9%	2	100.0%	7	36.8%	
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	TWO OR MORE RACES	0	0	0	1	4.8%	0	0.0%	1	5.3%	
	UNKNOWN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	TOTAL	0	0	0	21	100.0%	2	100.0%	19	100.0%	
Coppin State University	WHITE	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	BLACK/AFRICAN AMERICAN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	ASIAN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	HISPANIC/LATINO, ANY RACE	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%	
	UNKNOWN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	TOTAL	0	0	0	0	0.0%	0	0.0%	0	0.0%	
Frostburg State University	WHITE	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	BLACK/AFRICAN AMERICAN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	ASIAN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	HISPANIC/LATINO, ANY RACE	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%	
	UNKNOWN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	TOTAL	0	0	0	0	0.0%	0	0.0%	0	0.0%	
Salisbury University	WHITE	0	0	0	1	100.0%	0	0.0%	1	100.0%	
	BLACK/AFRICAN AMERICAN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	ASIAN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	HISPANIC/LATINO, ANY RACE	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%	
	UNKNOWN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	TOTAL	0	0	0	1	100.0%	0	0.0%	1	100.0%	
Towson University	WHITE	0	0	0	10	52.6%	3	50.0%	7	53.8%	
	BLACK/AFRICAN AMERICAN	0	0	0	2	10.5%	0	0.0%	2	15.4%	
	ASIAN	0	0	0	1	5.3%	0	0.0%	1	7.7%	
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	2	10.5%	1	16.7%	1	7.7%	
	HISPANIC/LATINO, ANY RACE	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%	
	UNKNOWN	0	0	0	4	21.1%	2	33.3%	2	15.4%	
	TOTAL	0	0	0	19	100.0%	6	100.0%	13	100.0%	
University of Baltimore	WHITE	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	BLACK/AFRICAN AMERICAN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	ASIAN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	HISPANIC/LATINO, ANY RACE	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%	
	UNKNOWN	0	0	0	0	0.0%	0	0.0%	0	0.0%	
	TOTAL	0	0	0	0	0.0%	0	0.0%	0	0.0%	

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		RESEARCH											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE	TOTAL		MALE		FEMALE		
University of Maryland, Baltimore	WHITE	140	31.9%	58	26.7%	82	36.9%	230	58.7%	98	60.1%	132	57.6%
	BLACK/AFRICAN AMERICAN	20	4.6%	7	3.2%	13	5.9%	23	5.9%	7	4.3%	16	7.0%
	ASIAN	81	18.5%	38	17.5%	43	19.4%	49	12.5%	19	11.7%	30	13.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	0.5%	1	.5%	1	.5%	1	0.3%	1	.6%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.2%	0	0.0%	1	.5%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	185	42.1%	106	48.8%	79	35.6%	77	19.6%	33	20.2%	44	19.2%
	HISPANIC/LATINO, ANY RACE	6	1.4%	6	2.8%	0	0.0%	6	1.5%	3	1.8%	3	1.3%
	TWO OR MORE RACES	1	0.2%	0	0.0%	1	.5%	2	0.5%	1	.6%	1	.4%
	UNKNOWN	3	0.7%	1	.5%	2	.9%	4	1.0%	1	.6%	3	1.3%
	TOTAL	439	100.0%	217	100.0%	222	100.0%	392	100.0%	163	100.0%	229	100.0%
University of Maryland, Baltimore County	WHITE	68	48.9%	47	56.0%	21	38.2%	61	48.8%	43	46.7%	18	54.5%
	BLACK/AFRICAN AMERICAN	7	5.0%	2	2.4%	5	9.1%	4	3.2%	2	2.2%	2	6.1%
	ASIAN	29	20.9%	13	15.5%	16	29.1%	9	7.2%	6	6.5%	3	9.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	32	23.0%	19	22.6%	13	23.6%	47	37.6%	37	40.2%	10	30.3%
	HISPANIC/LATINO, ANY RACE	1	0.7%	1	1.2%	0	0.0%	3	2.4%	3	3.3%	0	0.0%
	TWO OR MORE RACES	1	0.7%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	0.7%	1	1.2%	0	0.0%	1	0.8%	1	1.1%	0	0.0%
	TOTAL	139	100.0%	84	100.0%	55	100.0%	125	100.0%	92	100.0%	33	100.0%
University of Maryland, College Park	WHITE	656	44.4%	405	42.8%	251	47.3%	575	36.8%	377	35.6%	198	39.4%
	BLACK/AFRICAN AMERICAN	67	4.5%	27	2.9%	40	7.5%	29	1.9%	14	1.3%	15	3.0%
	ASIAN	170	11.5%	118	12.5%	52	9.8%	102	6.5%	65	6.1%	37	7.4%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1	.1%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.1%	1	.1%	0	0.0%	1	0.1%	1	.1%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	385	26.0%	282	29.8%	103	19.4%	654	41.9%	482	45.5%	172	34.3%
	HISPANIC/LATINO, ANY RACE	56	3.8%	36	3.8%	20	3.8%	60	3.8%	39	3.7%	21	4.2%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	3	0.2%	3	.3%	0	0.0%
	UNKNOWN	143	9.7%	78	8.2%	65	12.2%	137	8.8%	78	7.4%	59	11.8%
	TOTAL	1,478	100.0%	947	100.0%	531	100.0%	1,562	100.0%	1,060	100.0%	502	100.0%
University of Maryland Eastern Shore	WHITE	1	11.1%	0	0.0%	1	20.0%	8	19.0%	6	37.5%	2	7.7%
	BLACK/AFRICAN AMERICAN	5	55.6%	1	25.0%	4	80.0%	17	40.5%	8	50.0%	9	34.6%
	ASIAN	1	11.1%	1	25.0%	0	0.0%	2	4.8%	0	0.0%	2	7.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	2.4%	0	0.0%	1	3.8%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	2	22.2%	2	50.0%	0	0.0%	6	14.3%	0	0.0%	6	23.1%
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	0.0%	6	14.3%	1	6.3%	5	19.2%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	2.4%	0	0.0%	1	3.8%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	1	2.4%	1	6.3%	0	0.0%
	TOTAL	9	100.0%	4	100.0%	5	100.0%	42	100.0%	16	100.0%	26	100.0%
University of Maryland University College	WHITE	0	-	-	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	-	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	-	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	-	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	-	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	-	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	-	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	-	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	-	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	-	-	0	-	0	-	0	-	0	-
Morgan State University	WHITE	1	100.0%	1	100.0%	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	UNKNOWN	0	0.0%	0	0.0%	0	-	0	-	0	-	0	-
	TOTAL	1	100.0%	1	100.0%	0	-	0	-	0	-	0	-

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		RESEARCH											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
St. Mary's College of Maryland	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Total	WHITE	866	41.9%	511	40.8%	355	43.7%	886	41.0%	527	39.4%	359	43.6%
	BLACK/AFRICAN AMERICAN	99	4.8%	37	3.0%	62	7.6%	85	3.9%	31	2.3%	54	6.6%
	ASIAN	281	13.6%	170	13.6%	111	13.7%	163	7.5%	90	6.7%	73	8.9%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	0.1%	1	.1%	1	.1%	3	0.1%	2	.1%	1	.1%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	2	0.1%	1	.1%	1	.1%	1	0.0%	1	.1%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	604	29.2%	409	32.6%	195	24.0%	795	36.8%	555	41.4%	240	29.2%
	HISPANIC/LATINO, ANY RACE	63	3.0%	43	3.4%	20	2.5%	75	3.5%	46	3.4%	29	3.5%
	TWO OR MORE RACES	2	0.1%	1	.1%	1	.1%	7	0.3%	4	.3%	3	.4%
	UNKNOWN	147	7.1%	80	6.4%	67	8.2%	147	6.8%	83	6.2%	64	7.8%
	TOTAL	2,066	100.0%	1,253	100.0%	813	100.0%	2,162	100.0%	1,339	100.0%	823	100.0%

Notes:

- 1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).
- 2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.
- 3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		PUBLIC SERVICE									
		FULL-TIME					PART-TIME				
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE				
Bowie State University	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
Coppin State University	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
Frostburg State University	WHITE	0	0	0.0%	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0.0%	0	0	0	0	0	0	0
	ASIAN	0	0	0.0%	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0.0%	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0.0%	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0.0%	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	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
	UNKNOWN	0	0	0.0%	0	0	0	0	0	0	0
	TOTAL	0	0	0.0%	0	0	0	0	0	0	0
Salisbury University	WHITE	1	100.0%	1	100.0%	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0	0	0	0	0
	ASIAN	0	0.0%	0	0.0%	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	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
	UNKNOWN	0	0.0%	0	0.0%	0	0	0	0	0	0
	TOTAL	1	100.0%	1	100.0%	0	0	0	0	0	0
Towson University	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0
University of Baltimore	WHITE	0	0	0	0	0	0	0	0	0	0
	BLACK/AFRICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
	ASIAN	0	0	0	0	0	0	0	0	0	0
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0	0	0	0	0	0	0	0	0
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0	0	0	0	0	0	0	0	0
	FOREIGN/NON-RESIDENT ALIEN	0	0	0	0	0	0	0	0	0	0
	HISPANIC/LATINO, ANY RACE	0	0	0	0	0	0	0	0	0	0
	TWO OR MORE RACES	0	0	0	0	0	0	0	0	0	0
	UNKNOWN	0	0	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		PUBLIC SERVICE											
		FULL-TIME					PART-TIME						
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE						
University of Maryland, Baltimore	WHITE	0	-	0	-	0	-	0	-	0	-		
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-		
	ASIAN	0	-	0	-	0	-	0	-	0	-		
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-		
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-		
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-		
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-		
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-		
	UNKNOWN	0	-	0	-	0	-	0	-	0	-		
	TOTAL	0	-	0	-	0	-	0	-	0	-		
University of Maryland, Baltimore County	WHITE	0	-	0	-	0	-	0	-	0	-		
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-		
	ASIAN	0	-	0	-	0	-	0	-	0	-		
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-		
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-		
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-		
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-		
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-		
	UNKNOWN	0	-	0	-	0	-	0	-	0	-		
	TOTAL	0	-	0	-	0	-	0	-	0	-		
University of Maryland, College Park	WHITE	0	-	0	-	0	-	0	-	0	-		
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-		
	ASIAN	0	-	0	-	0	-	0	-	0	-		
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-		
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-		
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-		
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-		
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-		
	UNKNOWN	0	-	0	-	0	-	0	-	0	-		
	TOTAL	0	-	0	-	0	-	0	-	0	-		
University of Maryland Eastern Shore	WHITE	0	-	0	-	0	0.0%	0	0.0%	0	-		
	BLACK/AFRICAN AMERICAN	0	-	0	-	1	100.0%	1	100.0%	0	-		
	ASIAN	0	-	0	-	0	0.0%	0	0.0%	0	-		
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	0.0%	0	0.0%	0	-		
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	0.0%	0	0.0%	0	-		
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	0.0%	0	0.0%	0	-		
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	0.0%	0	0.0%	0	-		
	TWO OR MORE RACES	0	-	0	-	0	0.0%	0	0.0%	0	-		
	UNKNOWN	0	-	0	-	0	0.0%	0	0.0%	0	-		
	TOTAL	0	-	0	-	1	100.0%	1	100.0%	0	-		
University of Maryland University College	WHITE	0	-	0	-	0	-	0	-	0	-		
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-		
	ASIAN	0	-	0	-	0	-	0	-	0	-		
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-		
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-		
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-		
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-		
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-		
	UNKNOWN	0	-	0	-	0	-	0	-	0	-		
	TOTAL	0	-	0	-	0	-	0	-	0	-		
Morgan State University	WHITE	1	25.0%	1	25.0%	0	-	2	22.2%	2	25.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	2	50.0%	2	50.0%	0	-	4	44.4%	3	37.5%	1	100.0%
	ASIAN	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	25.0%	1	25.0%	0	-	2	22.2%	2	25.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	-	1	11.1%	1	12.5%	0	0.0%
	TOTAL	4	100.0%	4	100.0%	0	-	9	100.0%	8	100.0%	1	100.0%

Four-Year College and University Faculty by Principal Occupational Assignment, Fall 2015

		PUBLIC SERVICE											
		FULL-TIME					PART-TIME						
		TOTAL		MALE		FEMALE	TOTAL		MALE		FEMALE		
St. Mary's College of Maryland	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Total	WHITE	2	40.0%	2	40.0%	0	-	2	20.0%	2	22.2%	0	0.0%
	BLACK/AFRICAN AMERICAN	2	40.0%	2	40.0%	0	-	5	50.0%	4	44.4%	1	100.0%
	ASIAN	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	-	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	20.0%	1	20.0%	0	-	2	20.0%	2	22.2%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	-	1	10.0%	1	11.1%	0	0.0%
	TOTAL	5	100.0%	5	100.0%	0	-	10	100.0%	9	100.0%	1	100.0%

Notes:

- 1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).
- 2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.
- 3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Four-Year College and University Faculty by Tenure Status, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
Bowie State University	WHITE	34	15.5%	22	20.4%	12	10.7%	14	5.5%	3	3.2%	11	6.8%
	BLACK/AFRICAN AMERICAN	153	69.5%	66	61.1%	87	77.7%	179	70.2%	71	76.3%	108	66.7%
	ASIAN	11	5.0%	7	6.5%	4	3.6%	3	1.2%	2	2.2%	1	0.6%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	1	0.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	1.4%	3	2.8%	0	0.0%	15	5.9%	6	6.5%	9	5.6%
	HISPANIC/LATINO, OF ANY RACE	10	4.5%	6	5.6%	4	3.6%	4	1.6%	0	0.0%	4	2.5%
	TWO OR MORE RACES	1	0.5%	0	0.0%	1	0.9%	3	1.2%	0	0.0%	3	1.9%
	UNKNOWN	8	3.6%	4	3.7%	4	3.6%	36	14.1%	11	11.8%	25	15.4%
	TOTAL	220	100.0%	108	100.0%	112	100.0%	255	100.0%	93	100.0%	162	100.0%
Coppin State University	WHITE	23	18.0%	16	25.8%	7	10.6%	15	11.6%	10	18.9%	5	6.6%
	BLACK/AFRICAN AMERICAN	85	66.4%	34	54.8%	51	77.3%	103	79.8%	34	64.2%	69	90.8%
	ASIAN	8	6.3%	5	8.1%	3	4.5%	6	4.7%	6	11.3%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.8%	0	0.0%	1	1.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	7	5.5%	5	8.1%	2	3.0%	2	1.6%	2	3.8%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	2	1.6%	1	1.6%	1	1.5%	1	0.8%	0	0.0%	1	1.3%
	TWO OR MORE RACES	2	1.6%	1	1.6%	1	1.5%	1	0.8%	1	1.9%	0	0.0%
	UNKNOWN	1	0.8%	0	0.0%	1	1.5%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	128	100.0%	62	100.0%	66	100.0%	129	100.0%	53	100.0%	76	100.0%
Frostburg State University	WHITE	205	82.7%	120	82.2%	85	83.3%	123	92.5%	56	91.8%	67	93.1%
	BLACK/AFRICAN AMERICAN	11	4.4%	8	5.5%	3	2.9%	3	2.3%	1	1.6%	2	2.8%
	ASIAN	17	6.9%	11	7.5%	6	5.9%	2	1.5%	1	1.6%	1	1.4%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.8%	1	1.6%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	8	3.2%	6	4.1%	2	2.0%	1	0.8%	0	0.0%	1	1.4%
	HISPANIC/LATINO, OF ANY RACE	5	2.0%	1	0.7%	4	3.9%	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%
	UNKNOWN	2	0.8%	0	0.0%	2	2.0%	3	2.3%	2	3.3%	1	1.4%
	TOTAL	248	100.0%	146	100.0%	102	100.0%	133	100.0%	61	100.0%	72	100.0%
Salisbury University	WHITE	342	82.4%	175	82.2%	167	82.7%	218	90.1%	72	91.1%	146	89.6%
	BLACK/AFRICAN AMERICAN	23	5.5%	15	7.0%	8	4.0%	10	4.1%	3	3.8%	7	4.3%
	ASIAN	32	7.7%	14	6.6%	18	8.9%	5	2.1%	1	1.3%	4	2.5%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	1	0.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	4	1.0%	2	0.9%	2	1.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	10	2.4%	4	1.9%	6	3.0%	2	0.8%	0	0.0%	2	1.2%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	4	1.0%	3	1.4%	1	0.5%	6	2.5%	3	3.8%	3	1.8%
	TOTAL	415	100.0%	213	100.0%	202	100.0%	242	100.0%	79	100.0%	163	100.0%
Towson University	WHITE	701	78.3%	309	78.2%	392	78.4%	639	79.7%	271	79.9%	368	79.5%
	BLACK/AFRICAN AMERICAN	46	5.1%	14	3.5%	32	6.4%	72	9.0%	29	8.6%	43	9.3%
	ASIAN	95	10.6%	46	11.6%	49	9.8%	22	2.7%	10	2.9%	12	2.6%
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.1%	1	0.3%	0	0.0%	4	0.5%	2	0.6%	2	0.4%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	2	0.2%	2	0.5%	0	0.0%	1	0.1%	0	0.0%	1	0.2%
	FOREIGN/NON-RESIDENT ALIEN	5	0.6%	4	1.0%	1	0.2%	7	0.9%	3	0.9%	4	0.9%
	HISPANIC/LATINO, OF ANY RACE	21	2.3%	7	1.8%	14	2.8%	19	2.4%	6	1.8%	13	2.8%
	TWO OR MORE RACES	2	0.2%	0	0.0%	2	0.4%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	22	2.5%	12	3.0%	10	2.0%	38	4.7%	18	5.3%	20	4.3%
	TOTAL	895	100.0%	395	100.0%	500	100.0%	802	100.0%	339	100.0%	463	100.0%

Four-Year College and University Faculty by Tenure Status, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
University of Baltimore	WHITE	155	77.1%	90	80.4%	65	73.0%	155	72.4%	100	73.5%	55	70.5%
	BLACK/AFRICAN AMERICAN	17	8.5%	7	6.3%	10	11.2%	34	15.9%	22	16.2%	12	15.4%
	ASIAN	17	8.5%	8	7.1%	9	10.1%	3	1.4%	2	1.5%	1	1.3%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	7	3.5%	5	4.5%	2	2.2%	2	0.9%	2	1.5%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	4		1	0.9%	3	3.4%	3	1.4%	2	1.5%	1	1.3%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	1.3%
	UNKNOWN	1	0.5%	1	0.9%	0	0.0%	16	7.5%	8	5.9%	8	10.3%
	TOTAL	201	100.0%	112	100.0%	89	100.0%	214	100.0%	136	100.0%	78	100.0%
University of Maryland, Baltimore	WHITE	1,279	59.4%	679	59.1%	600	59.7%	904	72.3%	362	75.7%	542	70.1%
	BLACK/AFRICAN AMERICAN	171	7.9%	68	5.9%	103	10.2%	127	10.2%	32	6.7%	95	12.3%
	ASIAN	420	19.5%	247	21.5%	173	17.2%	109	8.7%	42	8.8%	67	8.7%
	AMERICAN INDIAN OR ALASKA NATIVE	5	0.2%	3	0.3%	2	0.2%	2	0.2%	1	0.2%	1	0.1%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	3	0.1%	0	0.0%	3	0.3%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	215	10.0%	118	10.3%	97	9.7%	81	6.5%	34	7.1%	47	6.1%
	HISPANIC/LATINO, OF ANY RACE	50	2.3%	30	2.6%	20	2.0%	19	1.5%	4	0.8%	15	1.9%
	TWO OR MORE RACES	4	0.2%	1	0.1%	3	0.3%	4	0.3%	1	0.2%	3	0.4%
	UNKNOWN	6	0.3%	2	0.2%	4	0.4%	5	0.4%	2	0.4%	3	0.4%
	TOTAL	2,153	100.0%	1,148	100.0%	1,005	100.0%	1,251	100.0%	478	100.0%	773	100.0%
University of Maryland, Baltimore County	WHITE	458	68.5%	256	70.5%	202	66.0%	297	70.0%	180	69.2%	117	71.3%
	BLACK/AFRICAN AMERICAN	40	6.0%	18	5.0%	22	7.2%	32	7.5%	17	6.5%	15	9.1%
	ASIAN	104	15.5%	53	14.6%	51	16.7%	26	6.1%	15	5.8%	11	6.7%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	2	0.5%	1	0.4%	1	0.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	43	6.4%	26	7.2%	17	5.6%	54	12.7%	40	15.4%	14	8.5%
	HISPANIC/LATINO, OF ANY RACE	20	3.0%	8	2.2%	12	3.9%	9	2.1%	4	1.5%	5	3.0%
	TWO OR MORE RACES	1	0.1%	1	0.3%	0	0.0%	2	0.5%	2	0.8%	0	0.0%
	UNKNOWN	3	0.4%	1	0.3%	2	0.7%	2	0.5%	1	0.4%	1	0.6%
	TOTAL	669	100.0%	363	100.0%	306	100.0%	424	100.0%	260	100.0%	164	100.0%
University of Maryland, College Park	WHITE	1,846	56.1%	1,176	56.5%	670	55.5%	1,038	46.4%	660	45.2%	378	48.6%
	BLACK/AFRICAN AMERICAN	149	4.5%	65	3.1%	84	7.0%	71	3.2%	30	2.1%	41	5.3%
	ASIAN	404	12.3%	272	13.1%	132	10.9%	147	6.6%	94	6.4%	53	6.8%
	AMERICAN INDIAN OR ALASKA NATIVE	3	0.1%	3	0.1%	0	0.0%	2	0.1%	1	0.1%	1	0.1%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	3	0.1%	1	0.0%	2	0.2%	1	0.0%	1	0.1%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	451	13.7%	326	15.7%	125	10.3%	660	29.5%	486	33.3%	174	22.4%
	HISPANIC/LATINO, OF ANY RACE	142	4.3%	79	3.8%	63	5.2%	74	3.3%	45	3.1%	29	3.7%
	TWO OR MORE RACES	4	0.1%	1	0.0%	3	0.2%	4	0.2%	4	0.3%	0	0.0%
	UNKNOWN	289	8.8%	160	7.7%	129	10.7%	240	10.7%	138	9.5%	102	13.1%
	TOTAL	3,291	100.0%	2,063	100.0%	1,208	100.0%	2,237	100.0%	1,459	100.0%	778	100.0%
University of Maryland Eastern Shore	WHITE	83	34.7%	44	33.1%	39	36.8%	80	47.6%	40	55.6%	40	41.7%
	BLACK/AFRICAN AMERICAN	94	39.3%	50	37.6%	44	41.5%	58	34.5%	26	36.1%	32	33.3%
	ASIAN	36	15.1%	23	17.3%	13	12.3%	6	3.6%	1	1.4%	5	5.2%
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.4%	1	0.8%	0	0.0%	1	0.6%	0	0.0%	1	1.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.4%	1	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	11	4.6%	6	4.5%	5	4.7%	13	7.7%	3	4.2%	10	10.4%
	HISPANIC/LATINO, OF ANY RACE	8	3.3%	5	3.8%	3	2.8%	7	4.2%	1	1.4%	6	6.3%
	TWO OR MORE RACES	1	0.4%	0	0.0%	1	0.9%	1	0.6%	0	0.0%	1	1.0%
	UNKNOWN	4	1.7%	3	2.3%	1	0.9%	2	1.2%	1	1.4%	1	1.0%
	TOTAL	239	100.0%	133	100.0%	106	100.0%	168	100.0%	72	100.0%	96	100.0%

Four-Year College and University Faculty by Tenure Status, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
University of Maryland University College	WHITE	104	71.7%	56	72.7%	48	70.6%	1,775	66.6%	985	66.6%	790	66.6%
	BLACK/AFRICAN AMERICAN	12	8.3%	2	2.6%	10	14.7%	454	17.0%	231	15.6%	223	18.8%
	ASIAN	12		9	11.7%	3	4.4%	174	6.5%	102	6.9%	72	6.1%
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.7%	1	1.3%	0	0.0%	18	0.7%	12	0.8%	6	0.5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.1%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	2.1%	3	3.9%	0	0.0%	43	1.6%	32	2.2%	11	0.9%
	HISPANIC/LATINO, OF ANY RACE	1	0.7%	1	1.3%	0	0.0%	88	3.3%	54	3.7%	34	2.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	5	0.2%	3	0.2%	2	0.2%
	UNKNOWN	12	8.3%	5	6.5%	7	10.3%	108	4.1%	59	4.0%	49	4.1%
	TOTAL	145	100.0%	77	100.0%	68	100.0%	2,666	100.0%	1,479	100.0%	1,187	100.0%
Morgan State University	WHITE	66	15.1%	42	16.5%	24	13.1%	10	9.7%	5	9.3%	5	10.2%
	BLACK/AFRICAN AMERICAN	181	41.3%	95	37.3%	86	47.0%	52	50.5%	25	46.3%	27	55.1%
	ASIAN	33	7.5%	25	9.8%	8	4.4%	3	2.9%	2	3.7%	1	2.0%
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.2%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.2%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	61	13.9%	39	15.3%	22	12.0%	14	13.6%	11	20.4%	3	6.1%
	HISPANIC/LATINO, OF ANY RACE	7	1.6%	4	1.6%	3	1.6%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	3	0.7%	0	0.0%	3	1.6%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	85	19.4%	48	18.8%	37	20.2%	24	23.3%	11	20.4%	13	26.5%
	TOTAL	438	100.0%	255	100.0%	183	100.0%	103	100.0%	54	100.0%	49	100.0%
St. Mary's College of Maryland	WHITE	118	80.8%	63	81.8%	55	79.7%	24	82.8%	8	80.0%	16	84.2%
	BLACK/AFRICAN AMERICAN	8	5.5%	4	5.2%	4	5.8%	2	6.9%	1	10.0%	1	5.3%
	ASIAN	8	5.5%	4	5.2%	4	5.8%	1	3.4%	0	0.0%	1	5.3%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.7%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	10	6.8%	5	6.5%	5	7.2%	1	3.4%	1	10.0%	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%
	UNKNOWN	1	0.7%	1	1.3%	0	0.0%	1	3.4%	0	0.0%	1	5.3%
	TOTAL	146	100.0%	77	100.0%	69	100.0%	29	100.0%	10	100.0%	19	100.0%
TOTAL	WHITE	5,414	58.9%	3,048	58.9%	2,366	58.9%	5,292	61.2%	2,752	60.2%	2,540	62.3%
	BLACK/AFRICAN AMERICAN	990	10.8%	446	8.6%	544	13.5%	1,197	13.8%	522	11.4%	675	16.5%
	ASIAN	1,197	13.0%	724	14.0%	473	11.8%	507	5.9%	278	6.1%	229	5.6%
	AMERICAN INDIAN OR ALASKA NATIVE	12	0.1%	10	0.2%	2	0.0%	33	0.4%	18	0.4%	15	0.4%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	10	0.1%	5	0.1%	5	0.1%	3	0.0%	2	0.0%	1	0.0%
	FOREIGN/NON-RESIDENT ALIEN	819	8.9%	543	10.5%	276	6.9%	892	10.3%	619	13.5%	273	6.7%
	HISPANIC/LATINO, OF ANY RACE	290	3.2%	152	2.9%	138	3.4%	227	2.6%	117	2.6%	110	2.7%
	TWO OR MORE RACES	18	0.2%	4	0.1%	14	0.3%	21	0.2%	11	0.2%	10	0.2%
	UNKNOWN	438	4.8%	240	4.6%	198	4.9%	481	5.6%	254	5.6%	227	5.6%
	TOTAL	9,188	100.0%	5,172	100.0%	4,016	100.0%	8,653	100.0%	4,573	100.0%	4,080	100.0%

Source
MHEC Employee Data System

Four-Year College and University Faculty by Tenure Status, Fall 2015

		TENURED											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
St. Mary's College of Maryland	WHITE	80	83.3%	42	79.2%	38	88.4%	1	100.0%	-	0.0%	1	100.0%
	BLACK/AFRICAN AMERICAN	5	5.2%	3	5.7%	2	4.7%	0	0.0%	-	0.0%	0	0.0%
	ASIAN	5	5.2%	4	7.5%	1	2.3%	0	0.0%	-	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	-	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	-	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	-	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	5	5.2%	3	5.7%	2	4.7%	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%
	UNKNOWN	1	1.0%	1	1.9%	0	0.0%	0	0.0%	-	0.0%	0	0.0%
	TOTAL	96	100.0%	53	100.0%	43	100.0%	1	100.0%	-	0.0%	1	100.0%
TOTAL	WHITE	2,258	69.2%	1,497	70.6%	761	66.6%	50	82.0%	34	87.2%	16	72.7%
	BLACK/AFRICAN AMERICAN	358	11.0%	194	9.1%	164	14.4%	3	4.9%	0	0.0%	3	13.6%
	ASIAN	411	12.6%	288	13.6%	123	10.8%	3	4.9%	3	7.7%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	4	0.1%	4	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	49	1.5%	35	1.7%	14	1.2%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	94	2.9%	48	2.3%	46	4.0%	4	6.6%	1	2.6%	3	13.6%
	TWO OR MORE RACES	3	0.1%	1	0.0%	2	0.2%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	85	2.6%	53	2.5%	32	2.8%	1	1.6%	1	2.6%	0	0.0%
	TOTAL	3,263	100.0%	2,121	100.0%	1,142	100.0%	61	100.0%	39	100.0%	22	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Four-Year College and University Faculty by Tenure Status, Fall 2015

		NOT TENURED BUT ON TENURE TRACK									
		FULL-TIME					PART-TIME				
		TOTAL		MALE		FEMALE	TOTAL		MALE		FEMALE
Bowie State University	WHITE	5	8.6%	2	7.1%	3	10.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	44	75.9%	20	71.4%	24	80.0%	0	0.0%	0	0.0%
	ASIAN	4	6.9%	2	7.1%	2	6.7%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	1.7%	1	3.6%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	3	5.2%	2	7.1%	1	3.3%	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%
	UNKNOWN	1	1.7%	1	3.6%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	58	100.0%	28	100.0%	30	100.0%	0	0.0%	0	0.0%
Coppin State University	WHITE	4	11.8%	2	18.2%	2	8.7%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	24	70.6%	5	45.5%	19	82.6%	1	50.0%	1	50.0%
	ASIAN	1	2.9%	1	9.1%	0	0.0%	1	50.0%	1	50.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	2.9%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	1	2.9%	1	9.1%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	2	5.9%	1	9.1%	1	4.3%	0	0.0%	0	0.0%
	UNKNOWN	1	2.9%	0	0.0%	1	4.3%	0	0.0%	0	0.0%
	TOTAL	34	100.0%	11	100.0%	23	100.0%	2	100.0%	2	100.0%
Frostburg State University	WHITE	53	81.5%	24	72.7%	29	90.6%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	2	3.1%	1	3.0%	1	3.1%	0	0.0%	0	0.0%
	ASIAN	5	7.7%	3	9.1%	2	6.3%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	5	7.7%	5	15.2%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	65	100.0%	33	100.0%	32	100.0%	0	0.0%	0	0.0%
Salisbury University	WHITE	68	80.0%	29	78.4%	39	81.3%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	6	7.1%	2	5.4%	4	8.3%	0	0.0%	0	0.0%
	ASIAN	6	7.1%	2	5.4%	4	8.3%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	1.2%	0	0.0%	1	2.1%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	3	3.5%	3	8.1%	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%
	UNKNOWN	1	1.2%	1	2.7%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	85	100.0%	37	100.0%	48	100.0%	0	0.0%	0	0.0%
Towson University	WHITE	134	71.3%	60	75.0%	74	68.5%	1	100.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	10	5.3%	4	5.0%	6	5.6%	0	0.0%	0	0.0%
	ASIAN	31	16.5%	10	12.5%	21	19.4%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.5%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	3	1.6%	1	1.3%	2	1.9%	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%
	UNKNOWN	9	4.8%	4	5.0%	5	4.6%	0	0.0%	0	0.0%
	TOTAL	188	100.0%	80	100.0%	108	100.0%	1	100.0%	0	0.0%
University of Baltimore	WHITE	39	73.6%	19	82.6%	20	66.7%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	3	5.7%	0	0.0%	3	10.0%	0	0.0%	0	0.0%
	ASIAN	6	11.3%	1	4.3%	5	16.7%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	5.7%	2	8.7%	1	3.3%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	1	1.9%	0	0.0%	1	3.3%	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%
	UNKNOWN	1	1.9%	1	4.3%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	53	100.0%	23	100.0%	30	100.0%	0	0.0%	0	0.0%

Four-Year College and University Faculty by Tenure Status, Fall 2015

		NOT TENURED BUT ON TENURE TRACK											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
St. Mary's College of Maryland	WHITE	18	72.0%	9	81.8%	9	64.3%	0	0.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	1	4.0%	0	0.0%	1	7.1%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	2	8.0%	0	0.0%	2	14.3%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	4.0%	0	0.0%	1	7.1%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	3	12.0%	2	18.2%	1	7.1%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	25	100.0%	11	100.0%	14	100.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	WHITE	612	50.4%	301	49.5%	311	51.3%	7	70.0%	4	57.1%	3	100.0%
	BLACK/AFRICAN AMERICAN	197	16.2%	83	13.7%	114	18.8%	1	10.0%	1	14.3%	0	0.0%
	ASIAN	164	13.5%	83	13.7%	81	13.4%	1	10.0%	1	14.3%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	2	0.2%	1	0.2%	1	0.2%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	4	0.3%	2	0.3%	2	0.3%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	84	6.9%	58	9.5%	26	4.3%	1	10.0%	1	14.3%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	43	3.5%	24	3.9%	19	3.1%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	6	0.5%	1	0.2%	5	0.8%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	102	8.4%	55	9.0%	47	7.8%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	1,214	100.0%	608	100.0%	606	100.0%	10	100.0%	7	100.0%	3	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Four-Year College and University Faculty by Tenure Status, Fall 2015

		OTHER NON-TENURED FACULTY											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
St. Mary's College of Maryland	WHITE	20	80.0%	12	92.3%	8	66.7%	23	82.1%	8	80.0%	15	83.3%
	BLACK/AFRICAN AMERICAN	2	8.0%	1	7.7%	1	8.3%	2	7.1%	1	10.0%	1	5.6%
	ASIAN	1	4.0%	0	0.0%	1	8.3%	1	3.6%	0	0.0%	1	5.6%
	AMERICAN INDIAN OR ALASKA NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	2	8.0%	0	0.0%	2	16.7%	1	3.6%	1	10.0%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	1	3.6%	0	0.0%	1	5.6%
	TOTAL	25	100.0%	13	100.0%	12	100.0%	28	100.0%	10	100.0%	18	100.0%
TOTAL	WHITE	2,451	56.0%	1,211	53.4%	1,240	58.7%	4,575	67.2%	2,317	67.9%	2,258	66.6%
	BLACK/AFRICAN AMERICAN	411	9.4%	156	6.9%	255	12.1%	1,117	16.4%	491	14.4%	626	18.5%
	ASIAN	586	13.4%	335	14.8%	251	11.9%	400	5.9%	227	6.7%	173	5.1%
	AMERICAN INDIAN OR ALASKA NATIVE	5	0.1%	4	0.2%	1	0.0%	30	0.4%	16	0.5%	14	0.4%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	4	0.1%	2	0.1%	2	0.1%	2	0.0%	1	0.0%	1	0.0%
	FOREIGN/NON-RESIDENT ALIEN	519	11.9%	353	15.6%	166	7.9%	124	1.8%	77	2.3%	47	1.4%
	HISPANIC/LATINO, OF ANY RACE	147	3.4%	74	3.3%	73	3.5%	168	2.5%	81	2.4%	87	2.6%
	TWO OR MORE RACES	8	0.2%	2	0.1%	6	0.3%	15	0.2%	8	0.2%	7	0.2%
	UNKNOWN	247	5.6%	130	5.7%	117	5.5%	373	5.5%	195	5.7%	178	5.2%
	TOTAL	4,378	100.0%	2,267	100.0%	2,111	100.0%	6,804	100.0%	3,413	100.0%	3,391	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Four-Year College and University Faculty by Tenure Status, Fall 2015

		NOT APPLICABLE											
		FULL-TIME					PART-TIME						
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE						
Bowie State University	WHITE	0	-	0	-	0	-	1	4.8%	0	0.0%	1	5.3%
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	10	47.6%	0	0.0%	10	52.6%
	ASIAN	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	9	42.9%	2	100.0%	7	36.8%
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	0	-	0	-	0	-	1	4.8%	0	0.0%	1	5.3%
	UNKNOWN	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	TOTAL	0	-	0	-	0	-	21	100.0%	2	100.0%	19	100.0%
Coppin State University	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Frostburg State University	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
Salisbury University	WHITE	0	-	0	-	0	-	1	100.0%	0	-	1	100.0%
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	ASIAN	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	TWO OR MORE RACES	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	UNKNOWN	0	-	0	-	0	-	0	0.0%	0	-	0	0.0%
	TOTAL	0	-	0	-	0	-	1	100.0%	0	-	1	100.0%
Towson University	WHITE	0	-	0	-	0	-	10	52.6%	3	50.0%	7	53.8%
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	2	10.5%	0	0.0%	2	15.4%
	ASIAN	0	-	0	-	0	-	1	5.3%	0	0.0%	1	7.7%
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	2	10.5%	1	16.7%	1	7.7%
	HISPANIC/LATINO, OF ANY RACE	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%
	UNKNOWN	0	-	0	-	0	-	4	21.1%	2	33.3%	2	15.4%
	TOTAL	0	-	0	-	0	-	19	100.0%	6	100.0%	13	100.0%
University of Baltimore	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-

Four-Year College and University Faculty by Tenure Status, Fall 2015

		NOT APPLICABLE											
		FULL-TIME						PART-TIME					
		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
St. Mary's College of Maryland	WHITE	0	-	0	-	0	-	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	-	0	-	0	-	0	-	0	-	0	-
	ASIAN	0	-	0	-	0	-	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKA NATIVE	0	-	0	-	0	-	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	-	0	-	0	-	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	-	0	-	0	-	0	-	0	-	0	-
	HISPANIC/LATINO, OF ANY RACE	0	-	0	-	0	-	0	-	0	-	0	-
	TWO OR MORE RACES	0	-	0	-	0	-	0	-	0	-	0	-
	UNKNOWN	0	-	0	-	0	-	0	-	0	-	0	-
	TOTAL	0	-	0	-	0	-	0	-	0	-	0	-
TOTAL	WHITE	93	27.9%	39	22.2%	54	34.4%	660	37.1%	397	35.6%	263	39.6%
	BLACK/AFRICAN AMERICAN	24	7.2%	13	7.4%	11	7.0%	76	4.3%	30	2.7%	46	6.9%
	ASIAN	36	10.8%	18	10.2%	18	11.5%	103	5.8%	47	4.2%	56	8.4%
	AMERICAN INDIAN OR ALASKA NATIVE	1	0.3%	1	0.6%	0	0.0%	3	0.2%	2	0.2%	1	0.2%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.3%	0	0.0%	1	0.6%	1	0.1%	1	0.1%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	167	50.2%	97	55.1%	70	44.6%	767	43.1%	541	48.6%	226	34.0%
	HISPANIC/LATINO, OF ANY RACE	6	1.8%	6	3.4%	0	0.0%	55	3.1%	35	3.1%	20	3.0%
	TWO OR MORE RACES	1	0.3%	0	0.0%	1	0.6%	6	0.3%	3	0.3%	3	0.5%
	UNKNOWN	4	1.2%	2	1.1%	2	1.3%	107	6.0%	58	5.2%	49	7.4%
	TOTAL	333	100.0%	176	100.0%	157	100.0%	1,778	100.0%	1,114	100.0%	664	100.0%

Notes:

1) Categories are based upon IPEDS classifications and include those classified as Instruction (IPEDS category 15), Instruction combined with research and/or public service (IPEDS category 16), Research (IPEDS category 17), and Public service (IPEDS category 18).

2) Employees classified as Graduate Assistants - Teaching (IPEDS Category 19) are not included in faculty totals.

3) These figures do not include pre-clinical and clinical medicine faculty at UMB and continuing education faculty.

Source

MHEC Employee Data System

Community College Staff by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Allegheny College of Maryland	WHITE	187	98.4%	64	98.5%	123	98.4%	101	96.2%	47	94.0%	54	98.2%
	BLACK/AFRICAN AMERICAN	3	1.6%	1	1.5%	2	1.6%	4	3.8%	3	6.0%	1	1.8%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>190</i>	<i>100.0%</i>	<i>65</i>	<i>100.0%</i>	<i>125</i>	<i>100.0%</i>	<i>105</i>	<i>100.0%</i>	<i>50</i>	<i>100.0%</i>	<i>55</i>	<i>100.0%</i>
Anne Arundel Community College	WHITE	492	78.6%	170	79.1%	322	78.3%	43	91.5%	4	80.0%	39	92.9%
	BLACK/AFRICAN AMERICAN	100	16.0%	36	16.7%	64	15.6%	2	4.3%	1	20.0%	1	2.4%
	ASIAN	16	2.6%	5	2.3%	11	2.7%	1	2.1%	0	0.0%	1	2.4%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	.3%	1	.5%	1	.2%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	.2%	0	0.0%	1	.2%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	12	1.9%	2	.9%	10	2.4%	1	2.1%	0	0.0%	1	2.4%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	3	.5%	1	.5%	2	.5%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>626</i>	<i>100.0%</i>	<i>215</i>	<i>100.0%</i>	<i>411</i>	<i>100.0%</i>	<i>47</i>	<i>100.0%</i>	<i>5</i>	<i>100.0%</i>	<i>42</i>	<i>100.0%</i>
Baltimore City Community College	WHITE	62	21.2%	33	29.2%	29	16.2%	17	8.2%	8	8.7%	9	7.8%
	BLACK/AFRICAN AMERICAN	213	72.9%	72	63.7%	141	78.8%	167	80.3%	74	80.4%	93	80.2%
	ASIAN	5	1.7%	3	2.7%	2	1.1%	4	1.9%	1	1.1%	3	2.6%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	.7%	1	.9%	1	.6%	7	3.4%	2	2.2%	5	4.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	.3%	0	0.0%	1	.6%	10	4.8%	5	5.4%	5	4.3%
	FOREIGN/NON-RESIDENT ALIEN	3	1.0%	1	.9%	2	1.1%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	6	2.1%	3	2.7%	3	1.7%	3	1.4%	2	2.2%	1	.9%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>292</i>	<i>100.0%</i>	<i>113</i>	<i>100.0%</i>	<i>179</i>	<i>100.0%</i>	<i>208</i>	<i>100.0%</i>	<i>92</i>	<i>100.0%</i>	<i>116</i>	<i>100.0%</i>
Carroll Community College	WHITE	173	92.0%	53	86.9%	120	94.5%	95	92.2%	27	87.1%	68	94.4%
	BLACK/AFRICAN AMERICAN	8	4.3%	6	9.8%	2	1.6%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	2	1.1%	1	1.6%	1	.8%	2	1.9%	0	0.0%	2	2.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	1.1%	0	0.0%	2	1.6%	4	3.9%	3	9.7%	1	1.4%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	1.0%	1	3.2%	0	0.0%
	UNKNOWN	3	1.6%	1	1.6%	2	1.6%	1	1.0%	0	0.0%	1	1.4%
	<i>Total</i>	<i>188</i>	<i>100.0%</i>	<i>61</i>	<i>100.0%</i>	<i>127</i>	<i>100.0%</i>	<i>103</i>	<i>100.0%</i>	<i>31</i>	<i>100.0%</i>	<i>72</i>	<i>100.0%</i>
Cecil College	WHITE	104	88.9%	28	84.8%	76	90.5%	102	81.6%	35	85.4%	67	79.8%
	BLACK/AFRICAN AMERICAN	8	6.8%	4	12.1%	4	4.8%	3	2.4%	0	0.0%	3	3.6%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	1	.8%	0	0.0%	1	1.2%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	1.7%	0	0.0%	2	2.4%	2	1.6%	1	2.4%	1	1.2%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	.8%	1	2.4%	0	0.0%
	HISPANIC/LATINO, ANY RACE	3	2.6%	1	3.0%	2	2.4%	4	3.2%	1	2.4%	3	3.6%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	12	9.6%	3	7.3%	9	10.7%
	<i>Total</i>	<i>117</i>	<i>100.0%</i>	<i>33</i>	<i>100.0%</i>	<i>84</i>	<i>100.0%</i>	<i>125</i>	<i>100.0%</i>	<i>41</i>	<i>100.0%</i>	<i>84</i>	<i>100.0%</i>

Community College Staff by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Chesapeake College	WHITE	136	80.0%	39	79.6%	97	80.2%	128	83.7%	42	85.7%	86	82.7%
	BLACK/AFRICAN AMERICAN	25	14.7%	8	16.3%	17	14.0%	16	10.5%	6	12.2%	10	9.6%
	ASIAN	2	1.2%	0	0.0%	2	1.7%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	.7%	1	2.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	5	2.9%	1	2.0%	4	3.3%	5	3.3%	0	0.0%	5	4.8%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	.7%	0	0.0%	1	1.0%
	UNKNOWN	2	1.2%	1	2.0%	1	.8%	2	1.3%	0	0.0%	2	1.9%
	<i>Total</i>	<i>170</i>	<i>100.0%</i>	<i>49</i>	<i>100.0%</i>	<i>121</i>	<i>100.0%</i>	<i>153</i>	<i>100.0%</i>	<i>49</i>	<i>100.0%</i>	<i>104</i>	<i>100.0%</i>
College of Southern Maryland	WHITE	241	65.0%	77	64.7%	164	65.1%	231	64.2%	91	64.1%	140	64.2%
	BLACK/AFRICAN AMERICAN	96	25.9%	32	26.9%	64	25.4%	75	20.8%	27	19.0%	48	22.0%
	ASIAN	4	1.1%	2	1.7%	2	.8%	10	2.8%	6	4.2%	4	1.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	.5%	0	0.0%	2	.8%	3	.8%	1	.7%	2	.9%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	1	.3%	0	0.0%	1	.5%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	3	.8%	3	2.1%	0	0.0%
	HISPANIC/LATINO, ANY RACE	9	2.4%	2	1.7%	7	2.8%	16	4.4%	5	3.5%	11	5.0%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	3	.8%	0	0.0%	3	1.4%
	UNKNOWN	19	5.1%	6	5.0%	13	5.2%	18	5.0%	9	6.3%	9	4.1%
	<i>Total</i>	<i>371</i>	<i>100.0%</i>	<i>119</i>	<i>100.0%</i>	<i>252</i>	<i>100.0%</i>	<i>360</i>	<i>100.0%</i>	<i>142</i>	<i>100.0%</i>	<i>218</i>	<i>100.0%</i>
Community College of Baltimore County	WHITE	596	66.0%	200	63.9%	396	67.1%	0	0.0%	0	0.0%	-	0.0%
	BLACK/AFRICAN AMERICAN	249	27.6%	85	27.2%	164	27.8%	0	0.0%	0	0.0%	-	0.0%
	ASIAN	15	1.7%	6	1.9%	9	1.5%	0	0.0%	0	0.0%	-	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	3	.3%	1	.3%	2	.3%	0	0.0%	0	0.0%	-	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	-	0.0%
	FOREIGN/NON-RESIDENT ALIEN	7	.8%	3	1.0%	4	.7%	0	0.0%	0	0.0%	-	0.0%
	HISPANIC/LATINO, ANY RACE	13	1.4%	7	2.2%	6	1.0%	0	0.0%	0	0.0%	-	0.0%
	TWO OR MORE RACES	5	.6%	2	.6%	3	.5%	0	0.0%	0	0.0%	-	0.0%
	UNKNOWN	15	1.7%	9	2.9%	6	1.0%	0	0.0%	0	0.0%	-	0.0%
	<i>Total</i>	<i>903</i>	<i>100.0%</i>	<i>313</i>	<i>100.0%</i>	<i>590</i>	<i>100.0%</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>0.0%</i>	<i>-</i>	<i>0.0%</i>
Frederick Community College	WHITE	211	80.5%	70	74.5%	141	83.9%	152	70.4%	52	71.2%	100	69.9%
	BLACK/AFRICAN AMERICAN	33	12.6%	17	18.1%	16	9.5%	40	18.5%	12	16.4%	28	19.6%
	ASIAN	6	2.3%	2	2.1%	4	2.4%	5	2.3%	2	2.7%	3	2.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	.5%	1	1.4%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	7	2.7%	2	2.1%	5	3.0%	16	7.4%	6	8.2%	10	7.0%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	5	1.9%	3	3.2%	2	1.2%	2	.9%	0	0.0%	2	1.4%
	<i>Total</i>	<i>262</i>	<i>100.0%</i>	<i>94</i>	<i>100.0%</i>	<i>168</i>	<i>100.0%</i>	<i>216</i>	<i>100.0%</i>	<i>73</i>	<i>100.0%</i>	<i>143</i>	<i>100.0%</i>
Garrett College	WHITE	99	98.0%	44	97.8%	55	98.2%	68	97.1%	29	96.7%	39	97.5%
	BLACK/AFRICAN AMERICAN	2	2.0%	1	2.2%	1	1.8%	1	1.4%	1	3.3%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	0.0%	1	1.4%	0	0.0%	1	2.5%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>101</i>	<i>100.0%</i>	<i>45</i>	<i>100.0%</i>	<i>56</i>	<i>100.0%</i>	<i>70</i>	<i>100.0%</i>	<i>30</i>	<i>100.0%</i>	<i>40</i>	<i>100.0%</i>

Community College Staff by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Wor-Wic Community College	WHITE	128	82.1%	38	76.0%	90	84.9%	27	73.0%	7	53.8%	20	83.3%
	BLACK/AFRICAN AMERICAN	22	14.1%	8	16.0%	14	13.2%	9	24.3%	5	38.5%	4	16.7%
	ASIAN	1	.6%	0	0.0%	1	.9%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	.6%	1	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	4	2.6%	3	6.0%	1	.9%	1	2.7%	1	7.7%	0	0.0%
	<i>Total</i>	<i>156</i>	<i>100.0%</i>	<i>50</i>	<i>100.0%</i>	<i>106</i>	<i>100.0%</i>	<i>37</i>	<i>100.0%</i>	<i>13</i>	<i>100.0%</i>	<i>24</i>	<i>100.0%</i>
Total	WHITE	3,773	61.0%	1,326	59.1%	2,447	62.1%	1,380	60.3%	471	55.0%	909	63.6%
	BLACK/AFRICAN AMERICAN	1,619	26.2%	589	26.3%	1,030	26.1%	634	27.7%	265	30.9%	369	25.8%
	ASIAN	201	3.3%	84	3.7%	117	3.0%	42	1.8%	17	2.0%	25	1.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	20	.3%	9	.4%	11	.3%	15	.7%	6	.7%	9	.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	5	.1%	1	.0%	4	.1%	11	.5%	5	.6%	6	.4%
	FOREIGN/NON-RESIDENT ALIEN	175	2.8%	78	3.5%	97	2.5%	28	1.2%	15	1.8%	13	.9%
	HISPANIC/LATINO, ANY RACE	258	4.2%	100	4.5%	158	4.0%	82	3.6%	36	4.2%	46	3.2%
	TWO OR MORE RACES	29	.5%	10	.4%	19	.5%	21	.9%	10	1.2%	11	.8%
	UNKNOWN	102	1.6%	46	2.1%	56	1.4%	74	3.2%	32	3.7%	42	2.9%
	<i>Total</i>	<i>6,182</i>	<i>100.0%</i>	<i>2,243</i>	<i>100.0%</i>	<i>3,939</i>	<i>100.0%</i>	<i>2,287</i>	<i>100.0%</i>	<i>857</i>	<i>100.0%</i>	<i>1,430</i>	<i>100.0%</i>

Notes:

- 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
- 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
- 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
- 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
- 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals
- 6) Faculty categorized as Instructional, Instructional combined with research and/or public service, research, or public service (IPEDS categories 15, 16, 17, and 18) are not included in staff totals.

Source:

MHEC Employee Data System

Community College Staff by Principal Occupational Assignment, Fall 2015

		Administrative/Managerial											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Allegany College of Maryland	WHITE	34	100.0%	10	100.0%	24	100.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
<i>Total</i>	<i>34</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>	<i>24</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	
Anne Arundel Community College	WHITE	57	86.4%	21	80.8%	36	90.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	7	10.6%	4	15.4%	3	7.5%	0	-	0	-	0	-
	ASIAN	2	3.0%	1	3.8%	1	2.5%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
<i>Total</i>	<i>66</i>	<i>100.0%</i>	<i>26</i>	<i>100.0%</i>	<i>40</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	
Baltimore City Community College	WHITE	15	24.2%	7	28.0%	8	21.6%	0	0.0%	0	-	0	0.0%
	BLACK/AFRICAN AMERICAN	43	69.4%	15	60.0%	28	75.7%	2	100.0%	0	-	2	100.0%
	ASIAN	2	3.2%	2	8.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	1.6%	0	0.0%	1	2.7%	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	1.6%	1	4.0%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
<i>Total</i>	<i>62</i>	<i>100.0%</i>	<i>25</i>	<i>100.0%</i>	<i>37</i>	<i>100.0%</i>	<i>2</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>2</i>	<i>100.0%</i>	
Carroll Community College	WHITE	18	94.7%	7	100.0%	11	91.7%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	1	5.3%	0	0.0%	1	8.3%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
<i>Total</i>	<i>19</i>	<i>100.0%</i>	<i>7</i>	<i>100.0%</i>	<i>12</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	
Cecil College	WHITE	8	80.0%	3	75.0%	5	83.3%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	1	10.0%	1	25.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	1	10.0%	0	0.0%	1	16.7%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
<i>Total</i>	<i>10</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>	<i>6</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	

Community College Staff by Principal Occupational Assignment, Fall 2015

		Administrative/Managerial											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Chesapeake College	WHITE	29	100.0%	11	100.0%	18	100.0%	3	100.0%	0	-	3	100.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
<i>Total</i>	29	100.0%	11	100.0%	18	100.0%	3	100.0%	0	-	3	100.0%	
College of Southern Maryland	WHITE	34	66.7%	14	63.6%	20	69.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	13	25.5%	5	22.7%	8	27.6%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	4	7.8%	3	13.6%	1	3.4%	0	-	0	-	0	-
<i>Total</i>	51	100.0%	22	100.0%	29	100.0%	0	-	0	-	0	-	
Community College of Baltimore County	WHITE	50	73.5%	27	84.4%	23	63.9%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	13	19.1%	2	6.3%	11	30.6%	0	-	0	-	0	-
	ASIAN	1	1.5%	0	0.0%	1	2.8%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	1	1.5%	1	3.1%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	2	2.9%	1	3.1%	1	2.8%	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	1	1.5%	1	3.1%	0	0.0%	0	-	0	-	0	-
<i>Total</i>	68	100.0%	32	100.0%	36	100.0%	0	-	0	-	0	-	
Frederick Community College	WHITE	53	82.8%	15	78.9%	38	84.4%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	7	10.9%	3	15.8%	4	8.9%	0	-	0	-	0	-
	ASIAN	1	1.6%	0	0.0%	1	2.2%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	1	1.6%	0	0.0%	1	2.2%	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	2	3.1%	1	5.3%	1	2.2%	0	-	0	-	0	-
<i>Total</i>	64	100.0%	19	100.0%	45	100.0%	0	-	0	-	0	-	
Garrett College	WHITE	16	94.1%	5	100.0%	11	91.7%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	1	5.9%	0	0.0%	1	8.3%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
<i>Total</i>	17	100.0%	5	100.0%	12	100.0%	0	-	0	-	0	-	

Community College Staff by Principal Occupational Assignment, Fall 2015

		Administrative/Managerial											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Hagerstown Community College	WHITE	37	92.5%	12	85.7%	25	96.2%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	3	7.5%	2	14.3%	1	3.8%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
<i>Total</i>	<i>40</i>	<i>100.0%</i>	<i>14</i>	<i>100.0%</i>	<i>26</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	
Harford Community College	WHITE	28	93.3%	11	100.0%	17	89.5%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	2	6.7%	0	0.0%	2	10.5%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
<i>Total</i>	<i>30</i>	<i>100.0%</i>	<i>11</i>	<i>100.0%</i>	<i>19</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	
Howard Community College	WHITE	32	80.0%	9	90.0%	23	76.7%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	6	15.0%	0	0.0%	6	20.0%	0	-	0	-	0	-
	ASIAN	2	5.0%	1	10.0%	1	3.3%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
<i>Total</i>	<i>40</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>	<i>30</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	
Montgomery College	WHITE	129	60.6%	64	64.0%	65	57.5%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	49	23.0%	15	15.0%	34	30.1%	0	-	0	-	0	-
	ASIAN	10	4.7%	7	7.0%	3	2.7%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	1	.5%	1	1.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	14	6.6%	8	8.0%	6	5.3%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	10	4.7%	5	5.0%	5	4.4%	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
<i>Total</i>	<i>213</i>	<i>100.0%</i>	<i>100</i>	<i>100.0%</i>	<i>113</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	
Prince George's Community College	WHITE	14	34.1%	4	33.3%	10	34.5%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	23	56.1%	7	58.3%	16	55.2%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	1	2.4%	0	0.0%	1	3.4%	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	3	7.3%	1	8.3%	2	6.9%	0	-	0	-	0	-
<i>Total</i>	<i>41</i>	<i>100.0%</i>	<i>12</i>	<i>100.0%</i>	<i>29</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	

Community College Staff by Principal Occupational Assignment, Fall 2015

		Administrative/Managerial											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Wor-Wic Community College	WHITE	8	100.0%	4	100.0%	4	100.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	<i>Total</i>	<i>8</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>
Total	WHITE	562	71.0%	224	71.8%	338	70.4%	3	60.0%	0	0.0%	3	60.0%
	BLACK/AFRICAN AMERICAN	168	21.2%	54	17.3%	114	23.8%	2	40.0%	0	0.0%	2	40.0%
	ASIAN	19	2.4%	11	3.5%	8	1.7%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	3	.4%	2	.6%	1	.2%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	15	1.9%	8	2.6%	7	1.5%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	15	1.9%	7	2.2%	8	1.7%	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%
	UNKNOWN	10	1.3%	6	1.9%	4	.8%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>792</i>	<i>100.0%</i>	<i>312</i>	<i>100.0%</i>	<i>480</i>	<i>100.0%</i>	<i>5</i>	<i>100.0%</i>	<i>0</i>	<i>0.0%</i>	<i>5</i>	<i>100.0%</i>

Notes:

- 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
- 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
- 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
- 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
- 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals
- 6) Faculty categorized as Instructional, Instructional combined with research and/or public service, research, or public service (IPEDS categories 15, 16, 17, and 18) are not included in staff totals.

Source:

MHEC Employee Data System

Community College Staff by Principal Occupational Assignment, Fall 2015

		Professional Staff											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Allegany College of Maryland	WHITE	52	96.3%	20	100.0%	32	94.1%	41	100.0%	20	100.0%	21	100.0%
	BLACK/AFRICAN AMERICAN	2	3.7%	0	0.0%	2	5.9%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>54</i>	<i>100.0%</i>	<i>20</i>	<i>100.0%</i>	<i>34</i>	<i>100.0%</i>	<i>41</i>	<i>100.0%</i>	<i>20</i>	<i>100.0%</i>	<i>21</i>	<i>100.0%</i>	
Anne Arundel Community College	WHITE	230	81.3%	80	85.1%	150	79.4%	22	95.7%	3	75.0%	19	100.0%
	BLACK/AFRICAN AMERICAN	37	13.1%	11	11.7%	26	13.8%	1	4.3%	1	25.0%	0	0.0%
	ASIAN	7	2.5%	1	1.1%	6	3.2%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	.4%	0	0.0%	1	.5%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	7	2.5%	1	1.1%	6	3.2%	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%
	UNKNOWN	1	.4%	1	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>283</i>	<i>100.0%</i>	<i>94</i>	<i>100.0%</i>	<i>189</i>	<i>100.0%</i>	<i>23</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>	<i>19</i>	<i>100.0%</i>	
Baltimore City Community College	WHITE	38	29.0%	18	38.3%	20	23.8%	11	9.8%	8	17.4%	3	4.5%
	BLACK/AFRICAN AMERICAN	80	61.1%	24	51.1%	56	66.7%	86	76.8%	32	69.6%	54	81.8%
	ASIAN	3	2.3%	1	2.1%	2	2.4%	4	3.6%	1	2.2%	3	4.5%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	1.5%	1	2.1%	1	1.2%	2	1.8%	1	2.2%	1	1.5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	.8%	0	0.0%	1	1.2%	9	8.0%	4	8.7%	5	7.6%
	FOREIGN/NON-RESIDENT ALIEN	2	1.5%	1	2.1%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	5	3.8%	2	4.3%	3	3.6%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>131</i>	<i>100.0%</i>	<i>47</i>	<i>100.0%</i>	<i>84</i>	<i>100.0%</i>	<i>112</i>	<i>100.0%</i>	<i>46</i>	<i>100.0%</i>	<i>66</i>	<i>100.0%</i>	
Carroll Community College	WHITE	64	90.1%	22	88.0%	42	91.3%	43	91.5%	13	86.7%	30	93.8%
	BLACK/AFRICAN AMERICAN	4	5.6%	3	12.0%	1	2.2%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	2	4.3%	0	0.0%	2	6.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	2.8%	0	0.0%	2	4.3%	1	2.1%	1	6.7%	0	0.0%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	2.1%	1	6.7%	0	0.0%
	UNKNOWN	1	1.4%	0	0.0%	1	2.2%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>71</i>	<i>100.0%</i>	<i>25</i>	<i>100.0%</i>	<i>46</i>	<i>100.0%</i>	<i>47</i>	<i>100.0%</i>	<i>15</i>	<i>100.0%</i>	<i>32</i>	<i>100.0%</i>	
Cecil College	WHITE	69	89.6%	18	81.8%	51	92.7%	3	75.0%	0	0.0%	3	75.0%
	BLACK/AFRICAN AMERICAN	5	6.5%	3	13.6%	2	3.6%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	1.3%	0	0.0%	1	1.8%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	2.6%	1	4.5%	1	1.8%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%	1	25.0%
<i>Total</i>	<i>77</i>	<i>100.0%</i>	<i>22</i>	<i>100.0%</i>	<i>55</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>	<i>0</i>	<i>0.0%</i>	<i>4</i>	<i>100.0%</i>	

Community College Staff by Principal Occupational Assignment, Fall 2015

		Professional Staff											
		FULL-TIME					PART-TIME						
		Total		MALE		FEMALE	Total		MALE		FEMALE		
Chesapeake College	WHITE	66	83.5%	18	90.0%	48	81.4%	100	86.2%	28	96.6%	72	82.8%
	BLACK/AFRICAN AMERICAN	9	11.4%	2	10.0%	7	11.9%	10	8.6%	1	3.4%	9	10.3%
	ASIAN	2	2.5%	0	0.0%	2	3.4%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	2.5%	0	0.0%	2	3.4%	4	3.4%	0	0.0%	4	4.6%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	1.7%	0	0.0%	2	2.3%
	<i>Total</i>	<i>79</i>	<i>100.0%</i>	<i>20</i>	<i>100.0%</i>	<i>59</i>	<i>100.0%</i>	<i>116</i>	<i>100.0%</i>	<i>29</i>	<i>100.0%</i>	<i>87</i>	<i>100.0%</i>
College of Southern Maryland	WHITE	154	68.8%	39	68.4%	115	68.9%	61	74.4%	11	61.1%	50	78.1%
	BLACK/AFRICAN AMERICAN	46	20.5%	13	22.8%	33	19.8%	11	13.4%	4	22.2%	7	10.9%
	ASIAN	3	1.3%	2	3.5%	1	.6%	4	4.9%	1	5.6%	3	4.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	.4%	0	0.0%	1	.6%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	7	3.1%	1	1.8%	6	3.6%	2	2.4%	0	0.0%	2	3.1%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	13	5.8%	2	3.5%	11	6.6%	4	4.9%	2	11.1%	2	3.1%
	<i>Total</i>	<i>224</i>	<i>100.0%</i>	<i>57</i>	<i>100.0%</i>	<i>167</i>	<i>100.0%</i>	<i>82</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>64</i>	<i>100.0%</i>
Community College of Baltimore County	WHITE	261	68.1%	78	65.0%	183	69.6%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	100	26.1%	30	25.0%	70	26.6%	0	-	0	-	0	-
	ASIAN	8	2.1%	4	3.3%	4	1.5%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	3	.8%	2	1.7%	1	.4%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	6	1.6%	4	3.3%	2	.8%	0	-	0	-	0	-
	TWO OR MORE RACES	1	.3%	0	0.0%	1	.4%	0	-	0	-	0	-
	UNKNOWN	4	1.0%	2	1.7%	2	.8%	0	-	0	-	0	-
	<i>Total</i>	<i>383</i>	<i>100.0%</i>	<i>120</i>	<i>100.0%</i>	<i>263</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>
Frederick Community College	WHITE	59	78.7%	22	75.9%	37	80.4%	42	75.0%	5	83.3%	37	74.0%
	BLACK/AFRICAN AMERICAN	7	9.3%	3	10.3%	4	8.7%	8	14.3%	1	16.7%	7	14.0%
	ASIAN	4	5.3%	2	6.9%	2	4.3%	1	1.8%	0	0.0%	1	2.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	3	4.0%	1	3.4%	2	4.3%	5	8.9%	0	0.0%	5	10.0%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	2	2.7%	1	3.4%	1	2.2%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>75</i>	<i>100.0%</i>	<i>29</i>	<i>100.0%</i>	<i>46</i>	<i>100.0%</i>	<i>56</i>	<i>100.0%</i>	<i>6</i>	<i>100.0%</i>	<i>50</i>	<i>100.0%</i>
Garrett College	WHITE	13	100.0%	4	100.0%	9	100.0%	41	100.0%	17	100.0%	24	100.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>13</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>	<i>9</i>	<i>100.0%</i>	<i>41</i>	<i>100.0%</i>	<i>17</i>	<i>100.0%</i>	<i>24</i>	<i>100.0%</i>

Community College Staff by Principal Occupational Assignment, Fall 2015

		Professional Staff											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Hagerstown Community College	WHITE	73	94.8%	28	93.3%	45	95.7%	32	76.2%	11	73.3%	21	77.8%
	BLACK/AFRICAN AMERICAN	1	1.3%	0	0.0%	1	2.1%	2	4.8%	1	6.7%	1	3.7%
	ASIAN	1	1.3%	0	0.0%	1	2.1%	1	2.4%	1	6.7%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	2.4%	0	0.0%	1	3.7%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	2.6%	2	6.7%	0	0.0%	2	4.8%	0	0.0%	2	7.4%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	4	9.5%	2	13.3%	2	7.4%
	<i>Total</i>	<i>77</i>	<i>100.0%</i>	<i>30</i>	<i>100.0%</i>	<i>47</i>	<i>100.0%</i>	<i>42</i>	<i>100.0%</i>	<i>15</i>	<i>100.0%</i>	<i>27</i>	<i>100.0%</i>
Harford Community College	WHITE	107	78.7%	35	81.4%	72	77.4%	178	82.0%	62	79.5%	116	83.5%
	BLACK/AFRICAN AMERICAN	19	14.0%	5	11.6%	14	15.1%	20	9.2%	9	11.5%	11	7.9%
	ASIAN	3	2.2%	1	2.3%	2	2.2%	2	.9%	0	0.0%	2	1.4%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	.5%	0	0.0%	1	.7%
	HISPANIC/LATINO, ANY RACE	4	2.9%	0	0.0%	4	4.3%	8	3.7%	4	5.1%	4	2.9%
	TWO OR MORE RACES	1	.7%	1	2.3%	0	0.0%	2	.9%	0	0.0%	2	1.4%
	UNKNOWN	2	1.5%	1	2.3%	1	1.1%	6	2.8%	3	3.8%	3	2.2%
	<i>Total</i>	<i>136</i>	<i>100.0%</i>	<i>43</i>	<i>100.0%</i>	<i>93</i>	<i>100.0%</i>	<i>217</i>	<i>100.0%</i>	<i>78</i>	<i>100.0%</i>	<i>139</i>	<i>100.0%</i>
Howard Community College	WHITE	144	64.6%	40	60.6%	104	66.2%	16	72.7%	1	33.3%	15	78.9%
	BLACK/AFRICAN AMERICAN	43	19.3%	11	16.7%	32	20.4%	5	22.7%	2	66.7%	3	15.8%
	ASIAN	19	8.5%	9	13.6%	10	6.4%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	.4%	1	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	2	.9%	1	1.5%	1	.6%	1	4.5%	0	0.0%	1	5.3%
	HISPANIC/LATINO, ANY RACE	7	3.1%	2	3.0%	5	3.2%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	2	.9%	0	0.0%	2	1.3%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	5	2.2%	2	3.0%	3	1.9%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>223</i>	<i>100.0%</i>	<i>66</i>	<i>100.0%</i>	<i>157</i>	<i>100.0%</i>	<i>22</i>	<i>100.0%</i>	<i>3</i>	<i>100.0%</i>	<i>19</i>	<i>100.0%</i>
Montgomery College	WHITE	281	48.4%	123	50.4%	158	46.9%	10	37.0%	4	33.3%	6	40.0%
	BLACK/AFRICAN AMERICAN	147	25.3%	48	19.7%	99	29.4%	7	25.9%	5	41.7%	2	13.3%
	ASIAN	59	10.2%	31	12.7%	28	8.3%	7	25.9%	2	16.7%	5	33.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	.3%	2	.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	46	7.9%	18	7.4%	28	8.3%	2	7.4%	1	8.3%	1	6.7%
	HISPANIC/LATINO, ANY RACE	43	7.4%	21	8.6%	22	6.5%	1	3.7%	0	0.0%	1	6.7%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	3	.5%	1	.4%	2	.6%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>581</i>	<i>100.0%</i>	<i>244</i>	<i>100.0%</i>	<i>337</i>	<i>100.0%</i>	<i>27</i>	<i>100.0%</i>	<i>12</i>	<i>100.0%</i>	<i>15</i>	<i>100.0%</i>
Prince George's Community College	WHITE	60	21.6%	26	26.3%	34	19.0%	29	11.4%	15	11.5%	14	11.3%
	BLACK/AFRICAN AMERICAN	164	59.0%	52	52.5%	112	62.6%	168	66.1%	80	61.5%	88	71.0%
	ASIAN	3	1.1%	1	1.0%	2	1.1%	3	1.2%	3	2.3%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	.4%	1	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	6	2.2%	4	4.0%	2	1.1%	15	5.9%	10	7.7%	5	4.0%
	HISPANIC/LATINO, ANY RACE	11	4.0%	3	3.0%	8	4.5%	9	3.5%	7	5.4%	2	1.6%
	TWO OR MORE RACES	14	5.0%	5	5.1%	9	5.0%	9	3.5%	5	3.8%	4	3.2%
	UNKNOWN	19	6.8%	7	7.1%	12	6.7%	21	8.3%	10	7.7%	11	8.9%
	<i>Total</i>	<i>278</i>	<i>100.0%</i>	<i>99</i>	<i>100.0%</i>	<i>179</i>	<i>100.0%</i>	<i>254</i>	<i>100.0%</i>	<i>130</i>	<i>100.0%</i>	<i>124</i>	<i>100.0%</i>

Community College Staff by Principal Occupational Assignment, Fall 2015

		Professional Staff											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Wor-Wic Community College	WHITE	52	85.2%	13	76.5%	39	88.6%	4	80.0%	0	0.0%	4	100.0%
	BLACK/AFRICAN AMERICAN	4	6.6%	1	5.9%	3	6.8%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	1	1.6%	0	0.0%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	1.6%	1	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	3	4.9%	2	11.8%	1	2.3%	1	20.0%	1	100.0%	0	0.0%
	<i>Total</i>	<i>61</i>	<i>100.0%</i>	<i>17</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>5</i>	<i>100.0%</i>	<i>1</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>
Total	WHITE	1,723	62.7%	584	62.3%	1,139	63.0%	633	58.1%	198	50.3%	435	62.6%
	BLACK/AFRICAN AMERICAN	668	24.3%	206	22.0%	462	25.5%	318	29.2%	136	34.5%	182	26.2%
	ASIAN	113	4.1%	52	5.5%	61	3.4%	24	2.2%	8	2.0%	16	2.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	9	.3%	5	.5%	4	.2%	3	.3%	1	.3%	2	.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	2	.1%	1	.1%	1	.1%	9	.8%	4	1.0%	5	.7%
	FOREIGN/NON-RESIDENT ALIEN	59	2.1%	26	2.8%	33	1.8%	19	1.7%	11	2.8%	8	1.2%
	HISPANIC/LATINO, ANY RACE	101	3.7%	38	4.1%	63	3.5%	32	2.9%	12	3.0%	20	2.9%
	TWO OR MORE RACES	18	.7%	6	.6%	12	.7%	12	1.1%	6	1.5%	6	.9%
	UNKNOWN	53	1.9%	19	2.0%	34	1.9%	39	3.6%	18	4.6%	21	3.0%
	<i>Total</i>	<i>2,746</i>	<i>100.0%</i>	<i>937</i>	<i>100.0%</i>	<i>1,809</i>	<i>100.0%</i>	<i>1,089</i>	<i>100.0%</i>	<i>394</i>	<i>100.0%</i>	<i>695</i>	<i>100.0%</i>

Notes:

- 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
- 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
- 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
- 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
- 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals
- 6) Faculty categorized as Instructional, Instructional combined with research and/or public service, research, or public service (IPEDS categories 15, 16, 17, and 18) are not included in staff totals.

Source:

MHEC Employee Data System

Community College Staff by Principal Occupational Assignment, Fall 2015

		Clerical/Service											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Allegheny College of Maryland	WHITE	64	100.0%	3	100.0%	61	100.0%	31	93.9%	1	50.0%	30	96.8%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	2	6.1%	1	50.0%	1	3.2%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>64</i>	<i>100.0%</i>	<i>3</i>	<i>100.0%</i>	<i>61</i>	<i>100.0%</i>	<i>33</i>	<i>100.0%</i>	<i>2</i>	<i>100.0%</i>	<i>31</i>	<i>100.0%</i>	
Anne Arundel Community College	WHITE	119	77.3%	14	70.0%	105	78.4%	18	85.7%	0	-	18	85.7%
	BLACK/AFRICAN AMERICAN	26	16.9%	5	25.0%	21	15.7%	1	4.8%	0	-	1	4.8%
	ASIAN	3	1.9%	0	0.0%	3	2.2%	1	4.8%	0	-	1	4.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	.6%	0	0.0%	1	.7%	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, ANY RACE	3	1.9%	1	5.0%	2	1.5%	1	4.8%	0	-	1	4.8%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	UNKNOWN	2	1.3%	0	0.0%	2	1.5%	0	0.0%	0	-	0	0.0%
<i>Total</i>	<i>154</i>	<i>100.0%</i>	<i>20</i>	<i>100.0%</i>	<i>134</i>	<i>100.0%</i>	<i>21</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>21</i>	<i>100.0%</i>	
Baltimore City Community College	WHITE	1	1.9%	0	0.0%	1	2.0%	3	6.8%	0	0.0%	3	11.1%
	BLACK/AFRICAN AMERICAN	52	98.1%	3	100.0%	49	98.0%	37	84.1%	15	88.2%	22	81.5%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	2	4.5%	1	5.9%	1	3.7%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	1	2.3%	1	5.9%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	0.0%	1	2.3%	0	0.0%	1	3.7%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>53</i>	<i>100.0%</i>	<i>3</i>	<i>100.0%</i>	<i>50</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>17</i>	<i>100.0%</i>	<i>27</i>	<i>100.0%</i>	
Carroll Community College	WHITE	67	95.7%	9	81.8%	58	98.3%	44	93.6%	9	90.0%	35	94.6%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	1	1.4%	1	9.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	0.0%	2	4.3%	1	10.0%	1	2.7%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	2	2.9%	1	9.1%	1	1.7%	1	2.1%	0	0.0%	1	2.7%
<i>Total</i>	<i>70</i>	<i>100.0%</i>	<i>11</i>	<i>100.0%</i>	<i>59</i>	<i>100.0%</i>	<i>47</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>	<i>37</i>	<i>100.0%</i>	
Cecil College	WHITE	23	88.5%	4	100.0%	19	86.4%	98	81.7%	35	85.4%	63	79.7%
	BLACK/AFRICAN AMERICAN	2	7.7%	0	0.0%	2	9.1%	3	2.5%	0	0.0%	3	3.8%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	1	.8%	0	0.0%	1	1.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	2	1.7%	1	2.4%	1	1.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	.8%	1	2.4%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	3.8%	0	0.0%	1	4.5%	4	3.3%	1	2.4%	3	3.8%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	11	9.2%	3	7.3%	8	10.1%
<i>Total</i>	<i>26</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>	<i>22</i>	<i>100.0%</i>	<i>120</i>	<i>100.0%</i>	<i>41</i>	<i>100.0%</i>	<i>79</i>	<i>100.0%</i>	

Community College Staff by Principal Occupational Assignment, Fall 2015

		Clerical/Service											
		FULL-TIME					PART-TIME						
		Total	MALE		FEMALE		Total	MALE		FEMALE			
Chesapeake College	WHITE	30	75.0%	0	0.0%	30	75.0%	8	72.7%	0	0.0%	8	80.0%
	BLACK/AFRICAN AMERICAN	8	20.0%	0	0.0%	8	20.0%	1	9.1%	0	0.0%	1	10.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	9.1%	1	100.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	2.5%	0	0.0%	1	2.5%	1	9.1%	0	0.0%	1	10.0%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	2.5%	0	0.0%	1	2.5%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>40</i>	<i>100.0%</i>	<i>0</i>	<i>0.0%</i>	<i>40</i>	<i>100.0%</i>	<i>11</i>	<i>100.0%</i>	<i>1</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>
College of Southern Maryland	WHITE	26	66.7%	1	100.0%	25	65.8%	161	61.5%	75	65.8%	86	58.1%
	BLACK/AFRICAN AMERICAN	9	23.1%	0	0.0%	9	23.7%	57	21.8%	18	15.8%	39	26.4%
	ASIAN	1	2.6%	0	0.0%	1	2.6%	6	2.3%	5	4.4%	1	.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	2.6%	0	0.0%	1	2.6%	3	1.1%	1	.9%	2	1.4%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	1	.4%	0	0.0%	1	.7%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	3	1.1%	3	2.6%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	2.6%	0	0.0%	1	2.6%	14	5.3%	5	4.4%	9	6.1%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	3	1.1%	0	0.0%	3	2.0%
	UNKNOWN	1	2.6%	0	0.0%	1	2.6%	14	5.3%	7	6.1%	7	4.7%
	<i>Total</i>	<i>39</i>	<i>100.0%</i>	<i>1</i>	<i>100.0%</i>	<i>38</i>	<i>100.0%</i>	<i>262</i>	<i>100.0%</i>	<i>114</i>	<i>100.0%</i>	<i>148</i>	<i>100.0%</i>
Community College of Baltimore County	WHITE	182	67.7%	18	64.3%	164	68.0%	0	0.0%	0	-	0	0.0%
	BLACK/AFRICAN AMERICAN	69	25.7%	8	28.6%	61	25.3%	0	0.0%	0	-	0	0.0%
	ASIAN	3	1.1%	0	0.0%	3	1.2%	0	0.0%	0	-	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	.7%	0	0.0%	2	.8%	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	2	.7%	0	0.0%	2	.8%	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, ANY RACE	3	1.1%	0	0.0%	3	1.2%	0	0.0%	0	-	0	0.0%
	TWO OR MORE RACES	3	1.1%	1	3.6%	2	.8%	0	0.0%	0	-	0	0.0%
	UNKNOWN	5	1.9%	1	3.6%	4	1.7%	0	0.0%	0	-	0	0.0%
	<i>Total</i>	<i>269</i>	<i>100.0%</i>	<i>28</i>	<i>100.0%</i>	<i>241</i>	<i>100.0%</i>	<i>0</i>	<i>0.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>0.0%</i>
Frederick Community College	WHITE	71	88.8%	10	90.9%	61	88.4%	68	66.7%	26	72.2%	42	63.6%
	BLACK/AFRICAN AMERICAN	8	10.0%	1	9.1%	7	10.1%	23	22.5%	6	16.7%	17	25.8%
	ASIAN	1	1.3%	0	0.0%	1	1.4%	3	2.9%	2	5.6%	1	1.5%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	0.0%	6	5.9%	2	5.6%	4	6.1%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	2.0%	0	0.0%	2	3.0%
	<i>Total</i>	<i>80</i>	<i>100.0%</i>	<i>11</i>	<i>100.0%</i>	<i>69</i>	<i>100.0%</i>	<i>102</i>	<i>100.0%</i>	<i>36</i>	<i>100.0%</i>	<i>66</i>	<i>100.0%</i>
Garrett College	WHITE	42	100.0%	9	100.0%	33	100.0%	20	95.2%	7	87.5%	13	100.0%
	BLACK/AFRICAN AMERICAN	0	0.0%	0	0.0%	0	0.0%	1	4.8%	1	12.5%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>42</i>	<i>100.0%</i>	<i>9</i>	<i>100.0%</i>	<i>33</i>	<i>100.0%</i>	<i>21</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>	<i>13</i>	<i>100.0%</i>

Community College Staff by Principal Occupational Assignment, Fall 2015

		Clerical/Service											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Hagerstown Community College	WHITE	43	87.8%	3	100.0%	40	87.0%	13	100.0%	1	100.0%	12	100.0%
	BLACK/AFRICAN AMERICAN	4	8.2%	0	0.0%	4	8.7%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	4.1%	0	0.0%	2	4.3%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>49</i>	<i>100.0%</i>	<i>3</i>	<i>100.0%</i>	<i>46</i>	<i>100.0%</i>	<i>13</i>	<i>100.0%</i>	<i>1</i>	<i>100.0%</i>	<i>12</i>	<i>100.0%</i>
Harford Community College	WHITE	30	78.9%	0	0.0%	30	78.9%	40	81.6%	4	66.7%	36	83.7%
	BLACK/AFRICAN AMERICAN	6	15.8%	0	0.0%	6	15.8%	7	14.3%	1	16.7%	6	14.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	1	2.0%	0	0.0%	1	2.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	2.6%	0	0.0%	1	2.6%	1	2.0%	1	16.7%	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%
	UNKNOWN	1	2.6%	0	0.0%	1	2.6%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>38</i>	<i>100.0%</i>	<i>0</i>	<i>0.0%</i>	<i>38</i>	<i>100.0%</i>	<i>49</i>	<i>100.0%</i>	<i>6</i>	<i>100.0%</i>	<i>43</i>	<i>100.0%</i>
Howard Community College	WHITE	58	61.7%	2	33.3%	56	63.6%	1	14.3%	0	0.0%	1	20.0%
	BLACK/AFRICAN AMERICAN	19	20.2%	3	50.0%	16	18.2%	5	71.4%	2	100.0%	3	60.0%
	ASIAN	8	8.5%	1	16.7%	7	8.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	1.1%	0	0.0%	1	1.1%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	1.1%	0	0.0%	1	1.1%	1	14.3%	0	0.0%	1	20.0%
	HISPANIC/LATINO, ANY RACE	5	5.3%	0	0.0%	5	5.7%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	2	2.1%	0	0.0%	2	2.3%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>94</i>	<i>100.0%</i>	<i>6</i>	<i>100.0%</i>	<i>88</i>	<i>100.0%</i>	<i>7</i>	<i>100.0%</i>	<i>2</i>	<i>100.0%</i>	<i>5</i>	<i>100.0%</i>
Montgomery College	WHITE	97	34.9%	10	26.3%	87	36.3%	14	36.8%	2	33.3%	12	37.5%
	BLACK/AFRICAN AMERICAN	97	34.9%	15	39.5%	82	34.2%	13	34.2%	0	0.0%	13	40.6%
	ASIAN	24	8.6%	1	2.6%	23	9.6%	4	10.5%	2	33.3%	2	6.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	30	10.8%	7	18.4%	23	9.6%	3	7.9%	0	0.0%	3	9.4%
	HISPANIC/LATINO, ANY RACE	30	10.8%	5	13.2%	25	10.4%	4	10.5%	2	33.3%	2	6.3%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>278</i>	<i>100.0%</i>	<i>38</i>	<i>100.0%</i>	<i>240</i>	<i>100.0%</i>	<i>38</i>	<i>100.0%</i>	<i>6</i>	<i>100.0%</i>	<i>32</i>	<i>100.0%</i>
Prince George's Community College	WHITE	9	10.1%	1	20.0%	8	9.5%	8	17.0%	0	0.0%	8	17.8%
	BLACK/AFRICAN AMERICAN	67	75.3%	3	60.0%	64	76.2%	36	76.6%	1	50.0%	35	77.8%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	1	2.1%	0	0.0%	1	2.2%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	1.1%	0	0.0%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	3.4%	0	0.0%	3	3.6%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	5	5.6%	1	20.0%	4	4.8%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	1	1.1%	0	0.0%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	3	3.4%	0	0.0%	3	3.6%	2	4.3%	1	50.0%	1	2.2%
	<i>Total</i>	<i>89</i>	<i>100.0%</i>	<i>5</i>	<i>100.0%</i>	<i>84</i>	<i>100.0%</i>	<i>47</i>	<i>100.0%</i>	<i>2</i>	<i>100.0%</i>	<i>45</i>	<i>100.0%</i>

Community College Staff by Principal Occupational Assignment, Fall 2015

		Clerical/Service											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Wor-Wic Community College	WHITE	45	86.5%	1	50.0%	44	88.0%	13	81.3%	0	0.0%	13	86.7%
	BLACK/AFRICAN AMERICAN	7	13.5%	1	50.0%	6	12.0%	3	18.8%	1	100.0%	2	13.3%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>52</i>	<i>100.0%</i>	<i>2</i>	<i>100.0%</i>	<i>50</i>	<i>100.0%</i>	<i>16</i>	<i>100.0%</i>	<i>1</i>	<i>100.0%</i>	<i>15</i>	<i>100.0%</i>
Total	WHITE	907	63.1%	85	59.0%	822	63.6%	540	65.0%	160	64.8%	380	65.1%
	BLACK/AFRICAN AMERICAN	374	26.0%	39	27.1%	335	25.9%	189	22.7%	46	18.6%	143	24.5%
	ASIAN	41	2.9%	3	2.1%	38	2.9%	17	2.0%	9	3.6%	8	1.4%
	AMERICAN INDIAN OR ALASKAN NATIVE	6	.4%	0	0.0%	6	.5%	8	1.0%	4	1.6%	4	.7%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	2	.1%	0	0.0%	2	.2%	2	.2%	1	.4%	1	.2%
	FOREIGN/NON-RESIDENT ALIEN	36	2.5%	7	4.9%	29	2.2%	8	1.0%	4	1.6%	4	.7%
	HISPANIC/LATINO, ANY RACE	50	3.5%	7	4.9%	43	3.3%	34	4.1%	12	4.9%	22	3.8%
	TWO OR MORE RACES	6	.4%	1	.7%	5	.4%	3	.4%	0	0.0%	3	.5%
	UNKNOWN	15	1.0%	2	1.4%	13	1.0%	30	3.6%	11	4.5%	19	3.3%
	<i>Total</i>	<i>1,437</i>	<i>100.0%</i>	<i>144</i>	<i>100.0%</i>	<i>1,293</i>	<i>100.0%</i>	<i>831</i>	<i>100.0%</i>	<i>247</i>	<i>100.0%</i>	<i>584</i>	<i>100.0%</i>

Notes:

- 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
- 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
- 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
- 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
- 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals
- 6) Faculty categorized as Instructional, Instructional combined with research and/or public service, research, or public service (IPEDS categories 15, 16, 17, and 18) are not included in staff totals.

Source:

MHEC Employee Data System

Community College Staff by Principal Occupational Assignment, Fall 2015

		Other											
		FULL-TIME					PART-TIME						
		Total	MALE	FEMALE	Total	MALE	FEMALE						
Chesapeake College	WHITE	11	50.0%	10	55.6%	1	25.0%	17	73.9%	14	73.7%	3	75.0%
	BLACK/AFRICAN AMERICAN	8	36.4%	6	33.3%	2	50.0%	5	21.7%	5	26.3%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	9.1%	1	5.6%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	4.3%	0	0.0%	1	25.0%
	UNKNOWN	1	4.5%	1	5.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>22</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>	<i>23</i>	<i>100.0%</i>	<i>19</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>
College of Southern Maryland	WHITE	27	47.4%	23	59.0%	4	22.2%	9	56.3%	5	50.0%	4	66.7%
	BLACK/AFRICAN AMERICAN	28	49.1%	14	35.9%	14	77.8%	7	43.8%	5	50.0%	2	33.3%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	1.8%	1	2.6%	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%
	UNKNOWN	1	1.8%	1	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>57</i>	<i>100.0%</i>	<i>39</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>16</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>	<i>6</i>	<i>100.0%</i>
Community College of Baltimore County	WHITE	103	56.3%	77	57.9%	26	52.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	67	36.6%	45	33.8%	22	44.0%	0	-	0	-	0	-
	ASIAN	3	1.6%	2	1.5%	1	2.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	2	1.1%	1	.8%	1	2.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	2	1.1%	2	1.5%	0	0.0%	0	-	0	-	0	-
	TWO OR MORE RACES	1	.5%	1	.8%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	5	2.7%	5	3.8%	0	0.0%	0	-	0	-	0	-
	<i>Total</i>	<i>183</i>	<i>100.0%</i>	<i>133</i>	<i>100.0%</i>	<i>50</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>
Frederick Community College	WHITE	28	65.1%	23	65.7%	5	62.5%	42	72.4%	21	67.7%	21	77.8%
	BLACK/AFRICAN AMERICAN	11	25.6%	10	28.6%	1	12.5%	9	15.5%	5	16.1%	4	14.8%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	1	1.7%	0	0.0%	1	3.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	1.7%	1	3.2%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	3	7.0%	1	2.9%	2	25.0%	5	8.6%	4	12.9%	1	3.7%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	2.3%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>43</i>	<i>100.0%</i>	<i>35</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>	<i>58</i>	<i>100.0%</i>	<i>31</i>	<i>100.0%</i>	<i>27</i>	<i>100.0%</i>
Garrett College	WHITE	28	96.6%	26	96.3%	2	100.0%	7	87.5%	5	100.0%	2	66.7%
	BLACK/AFRICAN AMERICAN	1	3.4%	1	3.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	0	0.0%	0	0.0%	0	0.0%	1	12.5%	0	0.0%	1	33.3%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>29</i>	<i>100.0%</i>	<i>27</i>	<i>100.0%</i>	<i>2</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>	<i>5</i>	<i>100.0%</i>	<i>3</i>	<i>100.0%</i>

Community College Staff by Principal Occupational Assignment, Fall 2015

		Other											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
Wor-Wic Community College	WHITE	23	65.7%	20	74.1%	3	37.5%	10	62.5%	7	63.6%	3	60.0%
	BLACK/AFRICAN AMERICAN	11	31.4%	6	22.2%	5	62.5%	6	37.5%	4	36.4%	2	40.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	1	2.9%	1	3.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>35</i>	<i>100.0%</i>	<i>27</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>	<i>16</i>	<i>100.0%</i>	<i>11</i>	<i>100.0%</i>	<i>5</i>	<i>100.0%</i>
Total	WHITE	581	48.1%	433	50.9%	148	41.5%	204	56.4%	113	52.3%	91	62.3%
	BLACK/AFRICAN AMERICAN	409	33.9%	290	34.1%	119	33.3%	125	34.5%	83	38.4%	42	28.8%
	ASIAN	28	2.3%	18	2.1%	10	2.8%	1	.3%	0	0.0%	1	.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	.2%	2	.2%	0	0.0%	4	1.1%	1	.5%	3	2.1%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	.1%	0	0.0%	1	.3%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	65	5.4%	37	4.4%	28	7.8%	1	.3%	0	0.0%	1	.7%
	HISPANIC/LATINO, ANY RACE	92	7.6%	48	5.6%	44	12.3%	16	4.4%	12	5.6%	4	2.7%
	TWO OR MORE RACES	5	.4%	3	.4%	2	.6%	6	1.7%	4	1.9%	2	1.4%
	UNKNOWN	24	2.0%	19	2.2%	5	1.4%	5	1.4%	3	1.4%	2	1.4%
	<i>Total</i>	<i>1,207</i>	<i>100.0%</i>	<i>850</i>	<i>100.0%</i>	<i>357</i>	<i>100.0%</i>	<i>362</i>	<i>100.0%</i>	<i>216</i>	<i>100.0%</i>	<i>146</i>	<i>100.0%</i>

Notes:

- 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
- 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
- 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
- 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
- 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals
- 6) Faculty categorized as Instructional, Instructional combined with research and/or public service, research, or public service (IPEDS categories 15, 16, 17, and 18) are not included in staff totals.

Source:

MHEC Employee Data System

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

		Total											
		FULL-TIME					PART-TIME						
		Total		MALE		FEMALE	Total		MALE		FEMALE		
University of Maryland University College	WHITE	444	39.8%	155	41.7%	289	38.9%	23	74.2%	4	57.1%	19	79.2%
	BLACK/AFRICAN AMERICAN	327	29.3%	93	25.0%	234	31.5%	3	9.7%	0	0.0%	3	12.5%
	ASIAN	59	5.3%	24	6.5%	35	4.7%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	4	0.4%	2	0.5%	2	0.3%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.1%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	25	2.2%	10	2.7%	15	2.0%	1	3.2%	0	0.0%	1	4.2%
	HISPANIC/LATINO, ANY RACE	51	4.6%	19	5.1%	32	4.3%	1	3.2%	0	0.0%	1	4.2%
	TWO OR MORE RACES	9	0.8%	0	0.0%	9	1.2%	1	3.2%	1	14.3%	0	0.0%
	UNKNOWN	195	17.5%	69	18.5%	126	17.0%	2	6.5%	2	28.6%	0	0.0%
	Total	1,115	100.0%	372	100.0%	743	100.0%	31	100.0%	7	100.0%	24	100.0%
Morgan State University	WHITE	32	3.4%	20	5.0%	12	2.3%	11	3.2%	5	3.3%	6	3.1%
	BLACK/AFRICAN AMERICAN	700	74.9%	295	73.0%	405	76.3%	237	68.1%	106	69.3%	131	67.2%
	ASIAN	19	2.0%	7	1.7%	12	2.3%	2	0.6%	0	0.0%	2	1.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	3	0.3%	1	0.2%	2	0.4%	1	0.3%	0	0.0%	1	0.5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.1%	0	0.0%	1	0.2%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	34	3.6%	17	4.2%	17	3.2%	53	15.2%	22	14.4%	31	15.9%
	HISPANIC/LATINO, ANY RACE	23	2.5%	9	2.2%	14	2.6%	19	5.5%	6	3.9%	13	6.7%
	TWO OR MORE RACES	5	0.5%	0	0.0%	5	0.9%	6	1.7%	2	1.3%	4	2.1%
	UNKNOWN	118	12.6%	55	13.6%	63	11.9%	19	5.5%	12	7.8%	7	3.6%
	Total	935	100.0%	404	100.0%	531	100.0%	348	100.0%	153	100.0%	195	100.0%
St. Mary's College of Maryland	WHITE	188	75.8%	85	73.9%	103	77.4%	26	81.3%	9	90.0%	17	77.3%
	BLACK/AFRICAN AMERICAN	43	17.3%	23	20.0%	20	15.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	5	2.0%	2	1.7%	3	2.3%	3	9.4%	0	0.0%	3	13.6%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.4%	1	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	10	4.0%	3	2.6%	7	5.3%	2	6.3%	1	10.0%	1	4.5%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	0.4%	1	0.9%	0	0.0%	1	3.1%	0	0.0%	1	4.5%
	Total	248	100.0%	115	100.0%	133	100.0%	32	100.0%	10	100.0%	22	100.0%
Total	WHITE	8,163	50.8%	3,571	53.5%	4,592	49.0%	1,193	48.8%	324	41.7%	869	52.1%
	BLACK/AFRICAN AMERICAN	5,113	31.8%	1,953	29.2%	3,160	33.7%	809	33.1%	302	38.9%	507	30.4%
	ASIAN	873	5.4%	359	5.4%	514	5.5%	101	4.1%	36	4.6%	65	3.9%
	AMERICAN INDIAN OR ALASKAN NATIVE	31	0.2%	18	0.3%	13	0.1%	6	0.2%	1	0.1%	5	0.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	18	0.1%	8	0.1%	10	0.1%	4	0.2%	1	0.1%	3	0.2%
	FOREIGN/NON-RESIDENT ALIEN	148	0.9%	65	1.0%	83	0.9%	93	3.8%	34	4.4%	59	3.5%
	HISPANIC/LATINO, ANY RACE	784	4.9%	287	4.3%	497	5.3%	95	3.9%	28	3.6%	67	4.0%
	TWO OR MORE RACES	69	0.4%	19	0.3%	50	0.5%	15	0.6%	3	0.4%	12	0.7%
	UNKNOWN	859	5.3%	397	5.9%	462	4.9%	129	5.3%	48	6.2%	81	4.9%
	Total	16,058	100.0%	6,677	100.0%	9,381	100.0%	2,445	100.0%	777	100.0%	1,668	100.0%

Notes:

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- 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
- 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportation, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
- 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals
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Source:

MHEC Employee Data System

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

		Administrative/Managerial											
		FULL-TIME					PART-TIME						
		Total		MALE		FEMALE	Total		MALE		FEMALE		
University of Baltimore	WHITE	98	73.1%	37	67.3%	61	77.2%	1	33.3%	0	-	1	33.3%
	BLACK/AFRICAN AMERICAN	24	17.9%	11	20.0%	13	16.5%	0	0.0%	0	-	0	0.0%
	ASIAN	6	4.5%	3	5.5%	3	3.8%	1	33.3%	0	-	1	33.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.7%	1	1.8%	0	0.0%	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, ANY RACE	3	2.2%	1	1.8%	2	2.5%	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%
	UNKNOWN	2	1.5%	2	3.6%	0	0.0%	1	33.3%	0	-	1	33.3%
	<i>Total</i>	134	100.0%	55	100.0%	79	100.0%	3	100.0%	0	-	3	100.0%
University of Maryland, Baltimore	WHITE	386	70.8%	146	79.3%	240	66.5%	13	72.2%	3	100.0%	10	66.7%
	BLACK/AFRICAN AMERICAN	117	21.5%	30	16.3%	87	24.1%	2	11.1%	0	0.0%	2	13.3%
	ASIAN	23	4.2%	4	2.2%	19	5.3%	2	11.1%	0	0.0%	2	13.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	2	0.4%	1	0.5%	1	0.3%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	14	2.6%	3	1.6%	11	3.0%	1	5.6%	0	0.0%	1	6.7%
	TWO OR MORE RACES	2	0.4%	0	0.0%	2	0.6%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	0.2%	0	0.0%	1	0.3%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	545	100.0%	184	100.0%	361	100.0%	18	100.0%	3	100.0%	15	100.0%
University of Maryland, Baltimore County	WHITE	247	75.1%	115	82.1%	132	69.8%	4	100.0%	2	100.0%	2	100.0%
	BLACK/AFRICAN AMERICAN	60	18.2%	16	11.4%	44	23.3%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	9	2.7%	4	2.9%	5	2.6%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	10	3.0%	3	2.1%	7	3.7%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	1	0.3%	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	2	0.6%	1	0.7%	1	0.5%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	329	100.0%	140	100.0%	189	100.0%	4	100.0%	2	100.0%	2	100.0%
University of Maryland, College Park	WHITE	198	67.3%	100	71.4%	98	63.6%	2	100.0%	0	-	2	100.0%
	BLACK/AFRICAN AMERICAN	47	16.0%	15	10.7%	32	20.8%	0	0.0%	0	-	0	0.0%
	ASIAN	15	5.1%	7	5.0%	8	5.2%	0	0.0%	0	-	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-	0	0.0%
	HISPANIC/LATINO, ANY RACE	13	4.4%	4	2.9%	9	5.8%	0	0.0%	0	-	0	0.0%
	TWO OR MORE RACES	1	0.3%	1	0.7%	0	0.0%	0	0.0%	0	-	0	0.0%
	UNKNOWN	20	6.8%	13	9.3%	7	4.5%	0	0.0%	0	-	0	0.0%
	<i>Total</i>	294	100.0%	140	100.0%	154	100.0%	2	100.0%	0	-	2	100.0%
University of Maryland Eastern Shore	WHITE	20	18.9%	14	26.9%	6	11.1%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	81	76.4%	34	65.4%	47	87.0%	0	-	0	-	0	-
	ASIAN	1	0.9%	1	1.9%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	2	1.9%	1	1.9%	1	1.9%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	1	0.9%	1	1.9%	0	0.0%	0	-	0	-	0	-
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	UNKNOWN	1	0.9%	1	1.9%	0	0.0%	0	-	0	-	0	-
	<i>Total</i>	106	100.0%	52	100.0%	54	100.0%	0	-	0	-	0	-

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

		Administrative/Managerial											
		FULL-TIME						PART-TIME					
		Total		MALE		FEMALE		Total		MALE		FEMALE	
University of Maryland University College	WHITE	197	53.2%	59	47.2%	138	56.3%	4	100.0%	1	100.0%	3	100.0%
	BLACK/AFRICAN AMERICAN	72	19.5%	25	20.0%	47	19.2%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	22	5.9%	8	6.4%	14	5.7%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.3%	1	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.3%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	5	1.4%	0	0.0%	5	2.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	13	3.5%	5	4.0%	8	3.3%	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%
	UNKNOWN	59	15.9%	27	21.6%	32	13.1%	0	0.0%	0	0.0%	0	0.0%
	Total	370	100.0%	125	100.0%	245	100.0%	4	100.0%	1	100.0%	3	100.0%
Morgan State University	WHITE	13	4.3%	10	7.5%	3	1.8%	4	8.3%	2	6.7%	2	11.1%
	BLACK/AFRICAN AMERICAN	199	65.5%	85	63.9%	114	66.7%	29	60.4%	18	60.0%	11	61.1%
	ASIAN	7	2.3%	2	1.5%	5	2.9%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	16	5.3%	6	4.5%	10	5.8%	6	12.5%	5	16.7%	1	5.6%
	HISPANIC/LATINO, ANY RACE	13	4.3%	6	4.5%	7	4.1%	5	10.4%	3	10.0%	2	11.1%
	TWO OR MORE RACES	1	0.3%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	55	18.1%	24	18.0%	31	18.1%	4	8.3%	2	6.7%	2	11.1%
	Total	304	100.0%	133	100.0%	171	100.0%	48	100.0%	30	100.0%	18	100.0%
St. Mary's College of Maryland	WHITE	30	83.3%	12	75.0%	18	90.0%	0	-	0	-	0	-
	BLACK/AFRICAN AMERICAN	6	16.7%	4	25.0%	2	10.0%	0	-	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-	0	-
	Total	36	100.0%	16	100.0%	20	100.0%	0	-	0	-	0	-
Total	WHITE	1,612	58.4%	687	60.1%	925	57.3%	35	40.7%	10	26.3%	25	52.1%
	BLACK/AFRICAN AMERICAN	780	28.3%	300	26.2%	480	29.7%	31	36.0%	18	47.4%	13	27.1%
	ASIAN	98	3.6%	39	3.4%	59	3.7%	3	3.5%	0	0.0%	3	6.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	3	0.1%	2	0.2%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	2	0.1%	1	0.1%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	25	0.9%	9	0.8%	16	1.0%	6	7.0%	5	13.2%	1	2.1%
	HISPANIC/LATINO, ANY RACE	82	3.0%	30	2.6%	52	3.2%	6	7.0%	3	7.9%	3	6.3%
	TWO OR MORE RACES	8	0.3%	4	0.3%	4	0.2%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	148	5.4%	72	6.3%	76	4.7%	5	5.8%	2	5.3%	3	6.3%
	Total	2,758	100.0%	1,144	100.0%	1,614	100.0%	86	100.0%	38	100.0%	48	100.0%

Notes:

- 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
- 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
- 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
- 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
- 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals
- 6) Faculty categorized as Instructional, Instructional combined with Research and/or Public service, Research, or Public service (IPEDS categories 15, 16, 17, and 18) are not included in staff totals.

Source:

MHEC Employee Data System

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

		Professional Staff									
		FULL-TIME					PART-TIME				
		Total	MALE	FEMALE	Total	MALE	FEMALE				
Bowie State University	WHITE	20	12.5%	8	14.8%	12	11.3%	1	4.5%	0	0.0%
	BLACK/AFRICAN AMERICAN	117	73.1%	38	70.4%	79	74.5%	17	77.3%	10	83.3%
	ASIAN	7	4.4%	2	3.7%	5	4.7%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	7	4.4%	3	5.6%	4	3.8%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	1.3%	1	1.9%	1	0.9%	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%
	UNKNOWN	7	4.4%	2	3.7%	5	4.7%	4	18.2%	2	16.7%
	<i>Total</i>	<i>160</i>	<i>100.0%</i>	<i>54</i>	<i>100.0%</i>	<i>106</i>	<i>100.0%</i>	<i>22</i>	<i>100.0%</i>	<i>12</i>	<i>100.0%</i>
Coppin State University	WHITE	10	9.2%	8	14.8%	2	3.6%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	89	81.7%	40	74.1%	49	89.1%	13	100.0%	4	100.0%
	ASIAN	8	7.3%	5	9.3%	3	5.5%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.9%	1	1.9%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	1	0.9%	0	0.0%	1	1.8%	0	0.0%	0	0.0%
	<i>Total</i>	<i>109</i>	<i>100.0%</i>	<i>54</i>	<i>100.0%</i>	<i>55</i>	<i>100.0%</i>	<i>13</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>
Frostburg State University	WHITE	159	97.5%	67	97.1%	92	97.9%	80	79.2%	26	72.2%
	BLACK/AFRICAN AMERICAN	3	1.8%	1	1.4%	2	2.1%	1	1.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	5	5.0%	3	8.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%	1	1.0%	0	0.0%
	UNKNOWN	1	0.6%	1	1.4%	0	0.0%	14	13.9%	7	19.4%
	<i>Total</i>	<i>163</i>	<i>100.0%</i>	<i>69</i>	<i>100.0%</i>	<i>94</i>	<i>100.0%</i>	<i>101</i>	<i>100.0%</i>	<i>36</i>	<i>100.0%</i>
Salisbury University	WHITE	170	83.7%	76	88.4%	94	80.3%	111	79.9%	45	86.5%
	BLACK/AFRICAN AMERICAN	20	9.9%	6	7.0%	14	12.0%	11	7.9%	3	5.8%
	ASIAN	1	0.5%	0	0.0%	1	0.9%	3	2.2%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.5%	0	0.0%	1	0.9%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.5%	1	1.2%	0	0.0%	4	2.9%	1	1.9%
	HISPANIC/LATINO, ANY RACE	3	1.5%	0	0.0%	3	2.6%	5	3.6%	1	1.9%
	TWO OR MORE RACES	1	0.5%	1	1.2%	0	0.0%	1	0.7%	0	0.0%
	UNKNOWN	6	3.0%	2	2.3%	4	3.4%	4	2.9%	2	3.8%
	<i>Total</i>	<i>203</i>	<i>100.0%</i>	<i>86</i>	<i>100.0%</i>	<i>117</i>	<i>100.0%</i>	<i>139</i>	<i>100.0%</i>	<i>52</i>	<i>100.0%</i>
Towson University	WHITE	454	77.5%	212	80.9%	242	74.7%	139	64.1%	36	52.2%
	BLACK/AFRICAN AMERICAN	80	13.7%	26	9.9%	54	16.7%	20	9.2%	12	17.4%
	ASIAN	19	3.2%	7	2.7%	12	3.7%	14	6.5%	5	7.2%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	2	0.9%	1	1.4%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	10	4.6%	6	8.7%
	HISPANIC/LATINO, ANY RACE	13	2.2%	7	2.7%	6	1.9%	6	2.8%	4	5.8%
	TWO OR MORE RACES	3	0.5%	1	0.4%	2	0.6%	1	0.5%	0	0.0%
	UNKNOWN	17	2.9%	9	3.4%	8	2.5%	25	11.5%	5	7.2%
	<i>Total</i>	<i>586</i>	<i>100.0%</i>	<i>262</i>	<i>100.0%</i>	<i>324</i>	<i>100.0%</i>	<i>217</i>	<i>100.0%</i>	<i>69</i>	<i>100.0%</i>

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

	Professional Staff												
	FULL-TIME						PART-TIME						
	Total	MALE		FEMALE		Total	MALE		FEMALE				
University of Baltimore	WHITE	136	66.0%	61	71.8%	75	62.0%	27	40.9%	10	45.5%	17	38.6%
	BLACK/AFRICAN AMERICAN	48	23.3%	12	14.1%	36	29.8%	11	16.7%	5	22.7%	6	13.6%
	ASIAN	9	4.4%	6	7.1%	3	2.5%	1	1.5%	1	4.5%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	4	1.9%	1	1.2%	3	2.5%	14	21.2%	2	9.1%	12	27.3%
	HISPANIC/LATINO, ANY RACE	1	0.5%	1	1.2%	0	0.0%	1	1.5%	0	0.0%	1	2.3%
	TWO OR MORE RACES	2	1.0%	1	1.2%	1	0.8%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	6	2.9%	3	3.5%	3	2.5%	12	18.2%	4	18.2%	8	18.2%
	<i>Total</i>	<i>206</i>	<i>100.0%</i>	<i>85</i>	<i>100.0%</i>	<i>121</i>	<i>100.0%</i>	<i>66</i>	<i>100.0%</i>	<i>22</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>
University of Maryland, Baltimore	WHITE	933	55.6%	311	59.4%	622	53.9%	171	65.0%	28	50.0%	143	69.1%
	BLACK/AFRICAN AMERICAN	425	25.3%	93	17.7%	332	28.7%	47	17.9%	13	23.2%	34	16.4%
	ASIAN	212	12.6%	76	14.5%	136	11.8%	33	12.5%	14	25.0%	19	9.2%
	AMERICAN INDIAN OR ALASKAN NATIVE	3	0.2%	1	0.2%	2	0.2%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.1%	0	0.0%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	43	2.6%	18	3.4%	25	2.2%	2	0.8%	1	1.8%	1	0.5%
	HISPANIC/LATINO, ANY RACE	44	2.6%	21	4.0%	23	2.0%	6	2.3%	0	0.0%	6	2.9%
	TWO OR MORE RACES	7	0.4%	1	0.2%	6	0.5%	1	0.4%	0	0.0%	1	0.5%
	UNKNOWN	11	0.7%	3	0.6%	8	0.7%	3	1.1%	0	0.0%	3	1.4%
	<i>Total</i>	<i>1,679</i>	<i>100.0%</i>	<i>524</i>	<i>100.0%</i>	<i>1,155</i>	<i>100.0%</i>	<i>263</i>	<i>100.0%</i>	<i>56</i>	<i>100.0%</i>	<i>207</i>	<i>100.0%</i>
University of Maryland, Baltimore County	WHITE	450	73.1%	180	78.9%	270	69.6%	21	80.8%	4	80.0%	17	81.0%
	BLACK/AFRICAN AMERICAN	116	18.8%	28	12.3%	88	22.7%	3	11.5%	0	0.0%	3	14.3%
	ASIAN	27	4.4%	7	3.1%	20	5.2%	2	7.7%	1	20.0%	1	4.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	4	0.6%	2	0.9%	2	0.5%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	0.5%	2	0.9%	1	0.3%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	12	1.9%	7	3.1%	5	1.3%	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%
	UNKNOWN	4	0.6%	2	0.9%	2	0.5%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>616</i>	<i>100.0%</i>	<i>228</i>	<i>100.0%</i>	<i>388</i>	<i>100.0%</i>	<i>26</i>	<i>100.0%</i>	<i>5</i>	<i>100.0%</i>	<i>21</i>	<i>100.0%</i>
University of Maryland, College Park	WHITE	1,863	54.9%	804	57.8%	1,059	52.8%	71	67.6%	16	61.5%	55	69.6%
	BLACK/AFRICAN AMERICAN	653	19.2%	202	14.5%	451	22.5%	16	15.2%	6	23.1%	10	12.7%
	ASIAN	307	9.0%	118	8.5%	189	9.4%	5	4.8%	1	3.8%	4	5.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	4	0.1%	2	0.1%	2	0.1%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	7	0.2%	5	0.4%	2	0.1%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	18	0.5%	8	0.6%	10	0.5%	1	1.0%	0	0.0%	1	1.3%
	HISPANIC/LATINO, ANY RACE	183	5.4%	75	5.4%	108	5.4%	1	1.0%	0	0.0%	1	1.3%
	TWO OR MORE RACES	18	0.5%	5	0.4%	13	0.6%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	342	10.1%	172	12.4%	170	8.5%	11	10.5%	3	11.5%	8	10.1%
	<i>Total</i>	<i>3,395</i>	<i>100.0%</i>	<i>1,391</i>	<i>100.0%</i>	<i>2,004</i>	<i>100.0%</i>	<i>105</i>	<i>100.0%</i>	<i>26</i>	<i>100.0%</i>	<i>79</i>	<i>100.0%</i>
University of Maryland Eastern Shore	WHITE	50	28.6%	28	30.8%	22	26.2%	2	50.0%	1	100.0%	1	33.3%
	BLACK/AFRICAN AMERICAN	110	62.9%	54	59.3%	56	66.7%	2	50.0%	0	0.0%	2	66.7%
	ASIAN	6	3.4%	3	3.3%	3	3.6%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.6%	0	0.0%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	1	0.6%	0	0.0%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	5	2.9%	4	4.4%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	1	0.6%	1	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	0.6%	1	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>175</i>	<i>100.0%</i>	<i>91</i>	<i>100.0%</i>	<i>84</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>	<i>1</i>	<i>100.0%</i>	<i>3</i>	<i>100.0%</i>

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

	Professional Staff												
	FULL-TIME						PART-TIME						
	Total		MALE		FEMALE		Total		MALE		FEMALE		
University of Maryland University College	WHITE	228	35.1%	92	40.7%	136	32.1%	17	85.0%	1	50.0%	16	88.9%
	BLACK/AFRICAN AMERICAN	202	31.1%	59	26.1%	143	33.7%	2	10.0%	0	0.0%	2	11.1%
	ASIAN	37	5.7%	16	7.1%	21	5.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	3	0.5%	1	0.4%	2	0.5%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	18	2.8%	9	4.0%	9	2.1%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	33	5.1%	13	5.8%	20	4.7%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	7	1.1%	0	0.0%	7	1.7%	1	5.0%	1	50.0%	0	0.0%
	UNKNOWN	122	18.8%	36	15.9%	86	20.3%	0	0.0%	0	0.0%	0	0.0%
	Total	650	100.0%	226	100.0%	424	100.0%	20	100.0%	2	100.0%	18	100.0%
Morgan State University	WHITE	5	3.7%	2	3.6%	3	3.8%	2	1.8%	2	4.7%	0	0.0%
	BLACK/AFRICAN AMERICAN	101	74.3%	39	69.6%	62	77.5%	66	58.4%	25	58.1%	41	58.6%
	ASIAN	4	2.9%	3	5.4%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.7%	0	0.0%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	7	5.1%	4	7.1%	3	3.8%	29	25.7%	10	23.3%	19	27.1%
	HISPANIC/LATINO, ANY RACE	2	1.5%	1	1.8%	1	1.3%	8	7.1%	2	4.7%	6	8.6%
	TWO OR MORE RACES	1	0.7%	0	0.0%	1	1.3%	3	2.7%	1	2.3%	2	2.9%
	UNKNOWN	15	11.0%	7	12.5%	8	10.0%	5	4.4%	3	7.0%	2	2.9%
	Total	136	100.0%	56	100.0%	80	100.0%	113	100.0%	43	100.0%	70	100.0%
St. Mary's College of Maryland	WHITE	96	82.8%	48	81.4%	48	84.2%	13	72.2%	6	85.7%	7	63.6%
	BLACK/AFRICAN AMERICAN	9	7.8%	6	10.2%	3	5.3%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	4	3.4%	2	3.4%	2	3.5%	2	11.1%	0	0.0%	2	18.2%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	6	5.2%	2	3.4%	4	7.0%	2	11.1%	1	14.3%	1	9.1%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	0.9%	1	1.7%	0	0.0%	1	5.6%	0	0.0%	1	9.1%
	Total	116	100.0%	59	100.0%	57	100.0%	18	100.0%	7	100.0%	11	100.0%
Total	WHITE	4,574	55.8%	1,897	59.6%	2,677	53.4%	655	59.2%	175	52.2%	480	62.2%
	BLACK/AFRICAN AMERICAN	1,973	24.1%	604	19.0%	1,369	27.3%	209	18.9%	78	23.3%	131	17.0%
	ASIAN	641	7.8%	245	7.7%	396	7.9%	65	5.9%	25	7.5%	40	5.2%
	AMERICAN INDIAN OR ALASKAN NATIVE	12	0.1%	4	0.1%	8	0.2%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	13	0.2%	7	0.2%	6	0.1%	2	0.2%	1	0.3%	1	0.1%
	FOREIGN/NON-RESIDENT ALIEN	103	1.3%	47	1.5%	56	1.1%	60	5.4%	20	6.0%	40	5.2%
	HISPANIC/LATINO, ANY RACE	304	3.7%	132	4.1%	172	3.4%	29	2.6%	8	2.4%	21	2.7%
	TWO OR MORE RACES	40	0.5%	10	0.3%	30	0.6%	8	0.7%	2	0.6%	6	0.8%
	UNKNOWN	534	6.5%	239	7.5%	295	5.9%	79	7.1%	26	7.8%	53	6.9%
	Total	8,194	100.0%	3,185	100.0%	5,009	100.0%	1,107	100.0%	335	100.0%	772	100.0%

Notes:

- 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
- 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
- 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
- 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportation, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
- 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals
- 6) Faculty categorized as Instructional, Instructional combined with Research and/or Public service, Research, or Public service (IPEDS categories 15, 16, 17, and 18) are not included in staff totals.

Source:

MHEC Employee Data System

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

		Clerical/Service									
		FULL-TIME					PART-TIME				
		Total	MALE	FEMALE	Total	MALE	FEMALE				
Bowie State University	WHITE	5	6.1%	0	0.0%	5	6.8%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	70	85.4%	7	87.5%	63	85.1%	14	66.7%	6	72.7%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	3	3.7%	1	12.5%	2	2.7%	1	4.8%	0	9.1%
	HISPANIC/LATINO, ANY RACE	1	1.2%	0	0.0%	1	1.4%	1	4.8%	1	10.0%
	TWO OR MORE RACES	2	2.4%	0	0.0%	2	2.7%	0	0.0%	0	0.0%
	UNKNOWN	1	1.2%	0	0.0%	1	1.4%	5	23.8%	3	30.0%
	<i>Total</i>	<i>82</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>	<i>74</i>	<i>100.0%</i>	<i>21</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>
Coppin State University	WHITE	2	2.7%	0	0.0%	2	3.1%	1	4.3%	1	7.7%
	BLACK/AFRICAN AMERICAN	72	97.3%	9	100.0%	63	96.9%	22	95.7%	12	92.3%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>74</i>	<i>100.0%</i>	<i>9</i>	<i>100.0%</i>	<i>65</i>	<i>100.0%</i>	<i>23</i>	<i>100.0%</i>	<i>13</i>	<i>100.0%</i>
Frostburg State University	WHITE	100	87.7%	14	66.7%	86	92.5%	36	72.0%	8	66.7%
	BLACK/AFRICAN AMERICAN	4	3.5%	2	9.5%	2	2.2%	2	4.0%	2	16.7%
	ASIAN	1	0.9%	0	0.0%	1	1.1%	2	4.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.9%	1	4.8%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	2.0%	1	8.3%
	HISPANIC/LATINO, ANY RACE	2	1.8%	1	4.8%	1	1.1%	0	0.0%	0	0.0%
	TWO OR MORE RACES	1	0.9%	0	0.0%	1	1.1%	0	0.0%	0	0.0%
	UNKNOWN	5	4.4%	3	14.3%	2	2.2%	9	18.0%	1	8.3%
	<i>Total</i>	<i>114</i>	<i>100.0%</i>	<i>21</i>	<i>100.0%</i>	<i>93</i>	<i>100.0%</i>	<i>50</i>	<i>100.0%</i>	<i>12</i>	<i>100.0%</i>
Salisbury University	WHITE	89	79.5%	9	75.0%	80	80.0%	123	35.2%	31	32.3%
	BLACK/AFRICAN AMERICAN	17	15.2%	2	16.7%	15	15.0%	202	57.9%	57	59.4%
	ASIAN	2	1.8%	0	0.0%	2	2.0%	3	0.9%	3	3.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	1	0.3%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	1	0.3%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	0.9%	0	0.0%	1	1.0%	13	3.7%	4	4.2%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	0.3%	0	0.0%
	UNKNOWN	3	2.7%	1	8.3%	2	2.0%	5	1.4%	1	1.0%
	<i>Total</i>	<i>112</i>	<i>100.0%</i>	<i>12</i>	<i>100.0%</i>	<i>100</i>	<i>100.0%</i>	<i>349</i>	<i>100.0%</i>	<i>96</i>	<i>100.0%</i>
Towson University	WHITE	186	67.9%	22	59.5%	164	69.2%	47	83.9%	14	87.5%
	BLACK/AFRICAN AMERICAN	66	24.1%	11	29.7%	55	23.2%	9	16.1%	2	12.5%
	ASIAN	6	2.2%	2	5.4%	4	1.7%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	7	2.6%	2	5.4%	5	2.1%	0	0.0%	0	0.0%
	TWO OR MORE RACES	1	0.4%	0	0.0%	1	0.4%	0	0.0%	0	0.0%
	UNKNOWN	8	2.9%	0	0.0%	8	3.4%	0	0.0%	0	0.0%
	<i>Total</i>	<i>274</i>	<i>100.0%</i>	<i>37</i>	<i>100.0%</i>	<i>237</i>	<i>100.0%</i>	<i>56</i>	<i>100.0%</i>	<i>16</i>	<i>100.0%</i>

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

		Clerical/Service											
		FULL-TIME					PART-TIME						
		Total	MALE		FEMALE		Total	MALE		FEMALE			
University of Baltimore	WHITE	15	29.4%	1	14.3%	14	31.8%	11	30.6%	5	50.0%	6	23.1%
	BLACK/AFRICAN AMERICAN	32	62.7%	3	42.9%	29	65.9%	22	61.1%	3	30.0%	19	73.1%
	ASIAN	1	2.0%	1	14.3%	0	0.0%	1	2.8%	1	10.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	2.8%	0	0.0%	1	3.8%
	HISPANIC/LATINO, ANY RACE	1	2.0%	1	14.3%	0	0.0%	1	2.8%	1	10.0%	0	0.0%
	TWO OR MORE RACES	1	2.0%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	2.0%	0	0.0%	1	2.3%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>51</i>	<i>100.0%</i>	<i>7</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>36</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>	<i>26</i>	<i>100.0%</i>	
University of Maryland, Baltimore	WHITE	78	33.8%	10	29.4%	68	34.5%	117	58.2%	43	55.1%	74	60.2%
	BLACK/AFRICAN AMERICAN	145	62.8%	21	61.8%	124	62.9%	64	31.8%	28	35.9%	36	29.3%
	ASIAN	4	1.7%	2	5.9%	2	1.0%	11	5.5%	5	6.4%	6	4.9%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	2	1.0%	0	0.0%	2	1.6%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	0.8%
	HISPANIC/LATINO, ANY RACE	3	1.3%	1	2.9%	2	1.0%	3	1.5%	2	2.6%	1	0.8%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	0.8%
	UNKNOWN	1	0.4%	0	0.0%	1	0.5%	2	1.0%	0	0.0%	2	1.6%
<i>Total</i>	<i>231</i>	<i>100.0%</i>	<i>34</i>	<i>100.0%</i>	<i>197</i>	<i>100.0%</i>	<i>201</i>	<i>100.0%</i>	<i>78</i>	<i>100.0%</i>	<i>123</i>	<i>100.0%</i>	
University of Maryland, Baltimore County	WHITE	112	58.6%	10	55.6%	102	59.0%	9	69.2%	0	0.0%	9	69.2%
	BLACK/AFRICAN AMERICAN	69	36.1%	6	33.3%	63	36.4%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	4	2.1%	1	5.6%	3	1.7%	2	15.4%	0	0.0%	2	15.4%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.5%	1	5.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.5%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	1	7.7%	0	0.0%	1	7.7%
	HISPANIC/LATINO, ANY RACE	2	1.0%	0	0.0%	2	1.2%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	2	1.0%	0	0.0%	2	1.2%	1	7.7%	0	0.0%	1	7.7%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>191</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>173</i>	<i>100.0%</i>	<i>13</i>	<i>100.0%</i>	<i>0</i>	<i>0.0%</i>	<i>13</i>	<i>100.0%</i>	
University of Maryland, College Park	WHITE	159	43.7%	30	33.0%	129	47.3%	25	44.6%	1	7.7%	24	55.8%
	BLACK/AFRICAN AMERICAN	118	32.4%	36	39.6%	82	30.0%	20	35.7%	8	61.5%	12	27.9%
	ASIAN	21	5.8%	11	12.1%	10	3.7%	2	3.6%	1	7.7%	1	2.3%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.3%	0	0.0%	1	0.4%	2	3.6%	1	7.7%	1	2.3%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	29	8.0%	8	8.8%	21	7.7%	6	10.7%	2	15.4%	4	9.3%
	TWO OR MORE RACES	4	1.1%	1	1.1%	3	1.1%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	32	8.8%	5	5.5%	27	9.9%	1	1.8%	0	0.0%	1	2.3%
<i>Total</i>	<i>364</i>	<i>100.0%</i>	<i>91</i>	<i>100.0%</i>	<i>273</i>	<i>100.0%</i>	<i>56</i>	<i>100.0%</i>	<i>13</i>	<i>100.0%</i>	<i>43</i>	<i>100.0%</i>	
University of Maryland Eastern Shore	WHITE	17	16.8%	1	14.3%	16	17.0%	1	20.0%	1	50.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	80	79.2%	6	85.7%	74	78.7%	4	80.0%	1	50.0%	3	100.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	2.0%	0	0.0%	2	2.1%	0	0.0%	0	0.0%	0	0.0%
	TWO OR MORE RACES	1	1.0%	0	0.0%	1	1.1%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	1.0%	0	0.0%	1	1.1%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>101</i>	<i>100.0%</i>	<i>7</i>	<i>100.0%</i>	<i>94</i>	<i>100.0%</i>	<i>5</i>	<i>100.0%</i>	<i>2</i>	<i>100.0%</i>	<i>3</i>	<i>100.0%</i>	

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

		Clerical/Service											
		FULL-TIME					PART-TIME						
		Total	MALE	FEMALE	Total	MALE	FEMALE						
University of Maryland University College	WHITE	17	18.7%	2	11.8%	15	20.3%	1	25.0%	1	100.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	52	57.1%	8	47.1%	44	59.5%	1	25.0%	0	0.0%	1	33.3%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	2	2.2%	1	5.9%	1	1.4%	1	25.0%	0	0.0%	1	33.3%
	HISPANIC/LATINO, ANY RACE	4	4.4%	0	0.0%	4	5.4%	1	25.0%	0	0.0%	1	33.3%
	TWO OR MORE RACES	2	2.2%	0	0.0%	2	2.7%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	14	15.4%	6	35.3%	8	10.8%	0	0.0%	0	0.0%	0	0.0%
Total	91	100.0%	17	100.0%	74	100.0%	4	100.0%	1	100.0%	3	100.0%	
Morgan State University	WHITE	6	2.5%	3	7.9%	3	1.5%	3	2.3%	0	0.0%	3	3.6%
	BLACK/AFRICAN AMERICAN	190	79.5%	29	76.3%	161	80.1%	102	77.9%	39	81.3%	63	75.9%
	ASIAN	5	2.1%	0	0.0%	5	2.5%	1	0.8%	0	0.0%	1	1.2%
	AMERICAN INDIAN OR ALASKAN NATIVE	2	0.8%	0	0.0%	2	1.0%	1	0.8%	0	0.0%	1	1.2%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	4	1.7%	1	2.6%	3	1.5%	15	11.5%	7	14.6%	8	9.6%
	HISPANIC/LATINO, ANY RACE	4	1.7%	0	0.0%	4	2.0%	4	3.1%	0	0.0%	4	4.8%
	TWO OR MORE RACES	2	0.8%	0	0.0%	2	1.0%	2	1.5%	0	0.0%	2	2.4%
	UNKNOWN	26	10.9%	5	13.2%	21	10.4%	3	2.3%	2	4.2%	1	1.2%
Total	239	100.0%	38	100.0%	201	100.0%	131	100.0%	48	100.0%	83	100.0%	
St. Mary's College of Maryland	WHITE	27	75.0%	1	100.0%	26	74.3%	6	100.0%	1	100.0%	5	100.0%
	BLACK/AFRICAN AMERICAN	6	16.7%	0	0.0%	6	17.1%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	1	2.8%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	5.6%	0	0.0%	2	5.7%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	36	100.0%	1	100.0%	35	100.0%	6	100.0%	1	100.0%	5	100.0%	
Total	WHITE	813	41.5%	103	34.3%	710	42.8%	380	40.0%	106	35.3%	274	42.1%
	BLACK/AFRICAN AMERICAN	921	47.0%	140	46.7%	781	47.0%	462	48.6%	158	52.7%	304	46.7%
	ASIAN	45	2.3%	17	5.7%	28	1.7%	22	2.3%	10	3.3%	12	1.8%
	AMERICAN INDIAN OR ALASKAN NATIVE	5	0.3%	2	0.7%	3	0.2%	6	0.6%	1	0.3%	5	0.8%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	1	0.1%	0	0.0%	1	0.1%	1	0.1%	0	0.0%	1	0.2%
	FOREIGN/NON-RESIDENT ALIEN	9	0.5%	3	1.0%	6	0.4%	21	2.2%	8	2.7%	13	2.0%
	HISPANIC/LATINO, ANY RACE	58	3.0%	13	4.3%	45	2.7%	29	3.0%	10	3.3%	19	2.9%
	TWO OR MORE RACES	16	0.8%	2	0.7%	14	0.8%	5	0.5%	0	0.0%	5	0.8%
	UNKNOWN	92	4.7%	20	6.7%	72	4.3%	25	2.6%	7	2.3%	18	2.8%
Total	1,960	100.0%	300	100.0%	1,660	100.0%	951	100.0%	300	100.0%	651	100.0%	

Notes:

- 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
- 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
- 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
- 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
- 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals
- 6) Faculty categorized as Instructional, Instructional combined with Research and/or Public service, Research, or Public service (IPEDS categories 15, 16, 17, and 18) are not included in staff totals.

Source:

MHEC Employee Data System

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

		Other									
		FULL-TIME					PART-TIME				
		Total	MALE	FEMALE	Total	MALE	FEMALE				
Bowie State University	WHITE	8	18.2%	6	15.4%	2	40.0%	0	0.0%	0	0.0%
	BLACK/AFRICAN AMERICAN	34	77.3%	31	79.5%	3	60.0%	1	50.0%	0	50.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	50.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	2.3%	1	2.6%	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%
	UNKNOWN	1	2.3%	1	2.6%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>44</i>	<i>100.0%</i>	<i>39</i>	<i>100.0%</i>	<i>5</i>	<i>100.0%</i>	<i>2</i>	<i>100.0%</i>	<i>0</i>	<i>2</i>	<i>100.0%</i>
Coppin State University	WHITE	5	11.6%	5	14.3%	0	0.0%	0	-	0	-
	BLACK/AFRICAN AMERICAN	38	88.4%	30	85.7%	8	100.0%	0	-	0	-
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	-	0	-
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	-	0	-
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-
	HISPANIC/LATINO, ANY RACE	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	-
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	-	0	-
<i>Total</i>	<i>43</i>	<i>100.0%</i>	<i>35</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>	<i>0</i>	<i>-</i>	<i>0</i>	<i>-</i>	
Frostburg State University	WHITE	134	95.7%	88	95.7%	46	95.8%	7	87.5%	5	83.3%
	BLACK/AFRICAN AMERICAN	1	0.7%	0	0.0%	1	2.1%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	0.7%	1	1.1%	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%
	UNKNOWN	4	2.9%	3	3.3%	1	2.1%	1	12.5%	1	16.7%
<i>Total</i>	<i>140</i>	<i>100.0%</i>	<i>92</i>	<i>100.0%</i>	<i>48</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>	<i>6</i>	<i>100.0%</i>	
Salisbury University	WHITE	96	52.5%	72	64.9%	24	33.3%	11	68.8%	7	77.8%
	BLACK/AFRICAN AMERICAN	79	43.2%	34	30.6%	45	62.5%	5	31.3%	2	22.2%
	ASIAN	1	0.5%	1	0.9%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	5	2.7%	2	1.8%	3	4.2%	0	0.0%	0	0.0%
	TWO OR MORE RACES	1	0.5%	1	0.9%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	1	0.5%	1	0.9%	0	0.0%	0	0.0%	0	0.0%
<i>Total</i>	<i>183</i>	<i>100.0%</i>	<i>111</i>	<i>100.0%</i>	<i>72</i>	<i>100.0%</i>	<i>16</i>	<i>100.0%</i>	<i>9</i>	<i>100.0%</i>	
Towson University	WHITE	162	65.3%	144	68.9%	18	46.2%	21	60.0%	2	22.2%
	BLACK/AFRICAN AMERICAN	67	27.0%	49	23.4%	18	46.2%	8	22.9%	4	44.4%
	ASIAN	2	0.8%	1	0.5%	1	2.6%	1	2.9%	1	11.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.4%	1	0.5%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	10	4.0%	9	4.3%	1	2.6%	2	5.7%	1	11.1%
	TWO OR MORE RACES	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UNKNOWN	6	2.4%	5	2.4%	1	2.6%	3	8.6%	1	11.1%
<i>Total</i>	<i>248</i>	<i>100.0%</i>	<i>209</i>	<i>100.0%</i>	<i>39</i>	<i>100.0%</i>	<i>35</i>	<i>100.0%</i>	<i>9</i>	<i>100.0%</i>	

Four-Year College and University Staff by Principal Occupational Assignment, Fall 2015

		Other											
		FULL-TIME					PART-TIME						
		Total	MALE	FEMALE	Total	MALE	FEMALE						
University of Maryland University College	WHITE	2	50.0%	2	50.0%	0	0.0%	1	33.3%	1	33.3%	0	0.0%
	BLACK/AFRICAN AMERICAN	1	25.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	AMERICAN INDIAN OR ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	1	25.0%	1	25.0%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	2	66.7%	2	66.7%	0	0.0%
	<i>Total</i>	<i>4</i>	<i>100.0%</i>	<i>4</i>	<i>100.0%</i>	<i>0</i>	<i>0.0%</i>	<i>3</i>	<i>100.0%</i>	<i>3</i>	<i>100.0%</i>	<i>0</i>	<i>0.0%</i>
Morgan State University	WHITE	8	3.1%	5	2.8%	3	3.8%	2	3.6%	1	3.1%	1	4.2%
	BLACK/AFRICAN AMERICAN	210	82.0%	142	80.2%	68	86.1%	40	71.4%	24	75.0%	16	66.7%
	ASIAN	3	1.2%	2	1.1%	1	1.3%	1	1.8%	0	0.0%	1	4.2%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	0.4%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	7	2.7%	6	3.4%	1	1.3%	3	5.4%	0	0.0%	3	12.5%
	HISPANIC/LATINO, ANY RACE	4	1.6%	2	1.1%	2	2.5%	2	3.6%	1	3.1%	1	4.2%
	TWO OR MORE RACES	1	0.4%	0	0.0%	1	1.3%	1	1.8%	1	3.1%	0	0.0%
	UNKNOWN	22	8.6%	19	10.7%	3	3.8%	7	12.5%	5	15.6%	2	8.3%
	<i>Total</i>	<i>256</i>	<i>100.0%</i>	<i>177</i>	<i>100.0%</i>	<i>79</i>	<i>100.0%</i>	<i>56</i>	<i>100.0%</i>	<i>32</i>	<i>100.0%</i>	<i>24</i>	<i>100.0%</i>
St. Mary's College of Maryland	WHITE	35	58.3%	24	61.5%	11	52.4%	7	87.5%	2	100.0%	5	83.3%
	BLACK/AFRICAN AMERICAN	22	36.7%	13	33.3%	9	42.9%	0	0.0%	0	0.0%	0	0.0%
	ASIAN	0	0.0%	0	0.0%	0	0.0%	1	12.5%	0	0.0%	1	16.7%
	AMERICAN INDIAN OR ALASKAN NATIVE	1	1.7%	1	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	FOREIGN/NON-RESIDENT ALIEN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	HISPANIC/LATINO, ANY RACE	2	3.3%	1	2.6%	1	4.8%	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%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<i>Total</i>	<i>60</i>	<i>100.0%</i>	<i>39</i>	<i>100.0%</i>	<i>21</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>	<i>2</i>	<i>100.0%</i>	<i>6</i>	<i>100.0%</i>
Total	WHITE	1,164	37.0%	884	43.2%	280	25.5%	123	40.9%	33	31.7%	90	45.7%
	BLACK/AFRICAN AMERICAN	1,439	45.7%	909	44.4%	530	48.3%	107	35.5%	48	46.2%	59	29.9%
	ASIAN	89	2.8%	58	2.8%	31	2.8%	11	3.7%	1	1.0%	10	5.1%
	AMERICAN INDIAN OR ALASKAN NATIVE	11	0.3%	10	0.5%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	2	0.1%	0	0.0%	2	0.2%	1	0.3%	0	0.0%	1	0.5%
	FOREIGN/NON-RESIDENT ALIEN	11	0.3%	6	0.3%	5	0.5%	6	2.0%	1	1.0%	5	2.5%
	HISPANIC/LATINO, ANY RACE	340	10.8%	112	5.5%	228	20.8%	31	10.3%	7	6.7%	24	12.2%
	TWO OR MORE RACES	5	0.2%	3	0.1%	2	0.2%	2	0.7%	1	1.0%	1	0.5%
	UNKNOWN	85	2.7%	66	3.2%	19	1.7%	20	6.6%	13	12.5%	7	3.6%
	<i>Total</i>	<i>3,146</i>	<i>100.0%</i>	<i>2,048</i>	<i>100.0%</i>	<i>1,098</i>	<i>100.0%</i>	<i>301</i>	<i>100.0%</i>	<i>104</i>	<i>100.0%</i>	<i>197</i>	<i>100.0%</i>

Notes:

- 1) Administrative/Managerial includes those categorized as Management Occupations (IPEDS occupational category 11)
- 2) Professional Staff includes those categorized as Business and Financial Operations Occupations; Computer, Engineering, and Science Occupations; Community Service, Legal, Arts, and Media Occupations; Archivists, Curators, and Museum Technicians; Librarians; Library Technicians; and Other Teachers and Instructional Staff (IPEDS categories 12, 13, 14, 21, 22, 23, and 24)
- 3) Clerical/Secretarial includes those categorized as Office and Administrative Support Occupations (IPEDS category 28)
- 4) Other includes those categorized as Service Occupations; Sales and Related Occupations; Natural Resources, Construction, and Maintenance Occupations; Production, Transportations, and Material Moving Occupations; and Military Staff (IPEDS categories 25, 26, 27, 29, 30, and 31)
- 5) Those categorized as Graduate Assistants - Teaching (IPEDS category 19) are not included in staff totals
- 6) Faculty categorized as Instructional, Instructional combined with Research and/or Public service, Research, or Public service (IPEDS categories 15, 16, 17, and 18) are not included in staff totals.

Source:

MHEC Employee Data System

Enrollment by Race and Gender, Maryland Community Colleges

	1995	2000	2005	2010	2015
White	71,531	59,968	64,051	72,948	57,416
Black/African American	25,159	27,967	34,807	45,374	39,354
Asian	4,909	5,753	6,365	7,548	7,170
Hispanic	2,768	3,936	5,215	9,364	12,410
American Indian or Alaska Native	523	509	515	600	581
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	268	276
Two or More Races	n/a	n/a	n/a	2,011	4,037
Foreign/Non-Resident Alien	2,570	2,120	3,292	4,562	5,452
Unknown	n/a	n/a	n/a	4,702	2,711
Other (prior to 2010)	1,659	3,108	4,897	n/a	n/a
Male	42,000	39,448	44,555	57,830	53,363
Female	67,119	63,913	74,587	89,547	76,044
Note: Federal race and ethnicity categories changed in 2010. Figures for previous years are not always comparable.					
Source: MHEC Enrollment Information System					

Enrollment by Race and Gender, Maryland Public Four-Year Colleges and Universities

	1995	2000	2005	2010	2015
White	69,909	66,371	69,253	77,112	75,803
Black/African American	27,737	31,717	37,555	45,965	47,701
Asian	7,348	8,412	9,766	11,616	13,018
Hispanic	2,564	3,278	4,632	7,489	12,272
American Indian or Alaska Native	458	431	532	534	444
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	236	472
Two or More Races	n/a	n/a	n/a	2,603	6,486
Foreign/Non-Resident Alien	4,535	6,235	5,784	10,040	8,573
Unknown	n/a	n/a	n/a	6,808	9,190
Other (prior to 2010)	1,187	3,992	9,305		
Male	51,381	53,002	59,378	72,694	82,293
Female	62,357	67,434	77,449	89,709	91,666
Note: Federal race and ethnicity categories changed in 2010. Figures for previous years are not always comparable.					
Source: MHEC Enrollment Information System					

Three-Year Success Rates, Maryland Community Colleges

	1992	1997	2002	2007	2012
White	48.2%	48.9%	51.3%	53.9%	52.9%
Black/African American	33.2%	32.3%	36.4%	39.5%	39.6%
Hispanic	48.2%	48.3%	47.1%	51.4%	48.6%
Asian	62.2%	61.9%	59.8%	66.0%	68.2%
Male	41.4%	41.2%	43.7%	46.8%	44.5%
Female	48.9%	48.0%	50.9%	53.4%	52.2%
All Students	45.4%	44.7%	47.5%	50.2%	48.6%
<p>Notes: Success rates include students who are still enrolled at a Maryland community college, graduated without transfer to a four-year institution, or transferred to a four-year institution with or without graduating from the community college. Federal race and ethnicity categories changed in 2010. Figures for previous years are not always comparable. All students, male, and female rates include students of American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Foreign/Non-Resident Alien, and Unknown race students.</p> <p>Sources: MHEC Enrollment Information System and Degree Information System</p>					

Full-Time Community College Faculty by Race and Gender

	1995	2000	2005	2010	2015
White	1,682	1,667	1,844	1,933	1,832
Black/African American	183	246	298	320	386
Other	92	109	140	245	307
Male	1,000	979	989	1,033	954
Female	957	1,043	1,293	1,465	1,571
Notes: These categories conform to current federal race and ethnicity definitions. Figures for years before 2010 are not always comparable. Other race prior to 2010 includes Native American, Asian, Hispanic, and Other race faculty. The other race category in 2010 and 2015 includes Asian, Hispanic, American Indian or Alaska Native, Two or More Races, Foreign/Non-Resident Alien, and Unknown race categories. Figures include instructional faculty, excluding continuing education faculty. Faculty may be employed by more than one institution. They are included at each institution by which they are employed. Source: Maryland Higher Education Commission, Employee Data System					

Full-Time Four-Year Public College and University Faculty by Race and Gender

	1995	2000	2005	2010	2015
White	3,929	4,231	4,788	3,685	3,710
Black/African American	661	773	840	848	798
Other	537	750	1,111	1,019	1,322
Male	3,491	3,685	4,082	3,099	3,132
Female	1,636	2,069	2,657	2,453	2,698
Notes: These categories conform to current federal race and ethnicity definitions. Figures for years before 2010 are not always comparable. Other race prior to 2010 includes Native American, Asian, Hispanic, and Other race faculty. The other race category in 2010 and 2015 includes Asian, Hispanic, American Indian or Alaska Native, Two or More Races, Foreign/Non-Resident Alien, and Unknown race categories. Figures include instructional faculty, excluding pre-clinical and clinical education faculty at UMB and continuing education faculty. Faculty may be employed by more than one institution. They are included at each institution by which they are employed. Source: Maryland Higher Education Commission, Employee Data System					

Second-Year Retention Rates,
Maryland Public Four-Year Colleges and Universities

	1994	1999	2004	2009	2014
White	80.6%	83.9%	84.7%	86.5%	86.5%
Black/African American	75.0%	77.0%	72.3%	71.8%	78.3%
Asian	87.3%	85.1%	86.2%	90.1%	90.5%
Hispanic	80.0%	80.2%	83.8%	84.8%	83.4%
Male	76.3%	80.5%	79.5%	80.4%	83.2%
Female	81.1%	82.8%	81.8%	82.4%	84.4%
All Students	78.9%	81.7%	80.8%	81.5%	83.8%

Notes:
Second-year retention rates include students enrolled for the subsequent fall semester at the original public four-year institution. Federal race and ethnicity categories changed in 2010. Figures for previous years are not always comparable. All students, male, and female rates include students of American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Foreign/Non-Resident Alien, and Unknown race students.

Sources:
MHEC Enrollment Information System and Degree Information System

Six-Year Graduation Rates,
Maryland Public Four-Year Colleges and Universities

	1989	1994	1999	2004	2009
White	66.8%	64.6%	69.6%	75.7%	77.9%
Black/African American	39.1%	43.3%	47.5%	41.1%	44.7%
Asian	69.6%	62.5%	70.9%	75.5%	80.1%
Hispanic	55.5%	54.5%	58.7%	66.1%	69.9%
Male	53.0%	50.9%	58.2%	61.1%	62.5%
Female	63.0%	61.8%	66.5%	66.6%	69.1%
All Students	58.2%	56.7%	62.6%	64.1%	66.1%

Notes:
Graduation rates include students who graduated from the original or any other Maryland public four-year college or university. Federal race and ethnicity categories changed in 2010. Figures for previous years are not always comparable. All students, male, and female rates include students of American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Foreign/Non-Resident Alien, and Unknown race students.

Sources:
MHEC Enrollment Information System and Degree Information System