



# **Report on Institutional Programs of Cultural Diversity MSAR #8751**

## **Volumes 1 & 2**

### **December 2018**

Lawrence J. Hogan, Jr.  
Governor

Boyd K. Rutherford  
Lt. Governor



# **Report on Institutional Programs of Cultural Diversity MSAR #8751**

## **Volume 1**

**December 2018**

Lawrence J. Hogan, Jr.  
Governor

Boyd K. Rutherford  
Lt. Governor

# **Maryland Higher Education Commission**

Anwer Hasan, Chairman

Sandra L. Jimenez, Vice-Chair

Vivian S. Boyd

John Holaday

Vera R. Jackson

Russell V. Kelley

Giavanna Tserkis, Student Commissioner

Ian MacFarlane

Donna M. Mitchell

Joel Packer

Rizwan A. Siddiqi

John W. Yaeger

**James D. Fielder, Jr., Ph.D.**  
**Secretary**

**MSAR # 8751**  
**Report on Institutional Programs of Cultural Diversity**  
**2018**

**TABLE OF CONTENTS**

**VOLUME 1**

Executive Summary .....	1
Introduction .....	2
Institutional Initiatives .....	3
Underrepresented Student Recruitment and Retention .....	3
Institutional Partnerships .....	3
Financial Aid.....	4
Additional Needs .....	5
Underrepresented Faculty and Staff Recruitment and Retention.....	6
Faculty and Staff Cultural Training Programs .....	7
Curricular Initiatives to Promote Cultural Diversity in the Classroom.....	8
Co-curricular Programming for Students, Faculty, and Staff.....	9
Conclusion .....	10

## VOLUME 2

Program Index.....	i
Institutional Submissions	
Community Colleges.....	1
Allegany College of Maryland .....	2
Anne Arundel Community College .....	14
Carroll Community College.....	27
Cecil College.....	45
Chesapeake College .....	65
Community College of Baltimore County.....	75
Frederick Community College.....	106
Garrett College.....	119
Hagerstown Community College .....	133
Harford Community College .....	145
Howard Community College .....	159
Montgomery College .....	170
Prince George’s Community College.....	184
Wor-Wic Community College.....	204
Four-Year Public Colleges and Universities .....	225
University System of Maryland.....	226
Bowie State University .....	238
Coppin State University .....	248
Frostburg State University .....	260
Salisbury University .....	293
Towson University .....	317
University of Baltimore .....	345
University of Maryland, Baltimore.....	370
University of Maryland, Baltimore County .....	407
University of Maryland Center for Environmental Science.....	452
University of Maryland, College Park.....	457
University of Maryland Eastern Shore .....	518
University of Maryland University College .....	538
Morgan State University .....	557
St. Mary’s College of Maryland .....	574
Maryland Independent Colleges and Universities Association .....	583

## 2017 Cultural Diversity Report

### EXECUTIVE SUMMARY

Maryland Education Article §11-406 requires that each public postsecondary institution in Maryland 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; a discussion of how the institution plans to 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 is required to review these progress reports to monitor compliance with diversity goals established in the State Plan for Higher Education, and to report on institutional compliance. These institutional progress reports are included in Volume II of this report.<sup>1</sup>

In addition, Education Article §10-211 requires that all state-aided independent colleges and universities submit an annual report to the Maryland Independent Colleges and Universities Association (MICUA) describing the institution's programs to "promote and enhance" diversity. Using these reports, MICUA provides MHEC with a report detailing best practices being utilized to enhance cultural diversity at independent colleges and universities.

The 2017-2021 State Plan for Postsecondary Education, *Increasing Student Success with Less Debt*, focuses on improving access to and success in higher education for all students. It also identifies many groups of students as populations that merit special attention when considering issues of access and success in higher education. Most institutional plans address many or all of these populations.

While each institution offers a variety of unique programs designed to increase cultural diversity on their campus, many programs have at least some common elements. Institutions work to recruit diverse student populations through outreach targeting underrepresented students making them aware of both educational opportunities and financial supports that might be available to them. In order to recruit a diverse faculty and staff, they seek to increase the diversity of the candidate pool through conducting outreach to underrepresented populations and supporting the success of minority graduate students to equip them with the credentials necessary to enter into the field of higher education. Retention strategies for both students and faculty and staff have utilized two approaches: providing additional support to underrepresented populations and creating an environment on campus that results in enhanced awareness of cultural diversity, including information and training for faculty, staff, and students.

Maryland's colleges and universities continue to make strides to ensure that diversity is valued and embraced as a fundamental priority in Maryland's postsecondary environment. Throughout the State, Maryland colleges and universities continue to utilize and develop new initiatives to enhance cultural diversity on their campuses.

---

<sup>1</sup> All 29 of Maryland's public institutions are currently compliant with the statutory requirement that each college and university operate a plan for cultural diversity; however, Baltimore City Community College was unable to submit the statutorily-required progress report in time for inclusion in this report.

## INTRODUCTION

Maryland Education Article §11-406 requires that each public postsecondary institution develop and implement a plan for cultural diversity, including strategies for implementation 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.

Each year, these diversity plans and a report detailing progress towards implementation are submitted to institutional governing boards for approval. Institutional governing boards submit these progress reports annually to the Maryland Higher Education Commission (MHEC). These reports provide MHEC with a mechanism for monitoring compliance with the diversity goals established in the State Plan for Higher Education. MHEC is required to submit an annual report to the legislature detailing the extent to which institutions are compliant with the diversity goals of the State Plan.

In addition, Education Article §10-211 requires that all state-aided independent colleges and universities submit an annual report to the Maryland Independent Colleges and Universities Association (MICUA) describing the institution's programs to "promote and enhance" diversity. Using these reports, MICUA provides MHEC with a report detailing best practices being utilized to enhance cultural diversity at independent colleges and universities.

The 2017-2021 State Plan for Postsecondary Education, *Increasing Student Success with Less Debt*, focuses on improving access to and success in higher education for all students. It also identifies many groups of students as examples of notable populations when considering access and success in higher education. These student groups include, but are not limited to, racial and ethnic minorities, low-income students, students with low English proficiency, homeless youth, students who are currently in or are aging out of the foster care system, home-schooled students, veterans, and first-generation students. Most institutional plans address many or all of these populations.

This report consists of two volumes. Volume I provides a description of types of programs and initiatives at public and independent institutions, along with brief highlights of each type of program. Volume II contains institutional narratives as submitted to MHEC, presented unedited by Commission staff. These reports include program descriptions, review of plan implementation and progress, and information regarding the institution's process for reporting hate-based crimes in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

## **INSTITUTIONAL INITIATIVES**

Maryland institutions have developed a wide array of initiatives aimed at increasing cultural diversity. Many programs focus on increasing the numerical representation of students, faculty, and staff of traditionally underrepresented groups through focused recruitment and retention efforts. There are also many programs designed to foster welcoming and inclusive environments for these groups by creating positive interactions and enhancing cultural awareness among faculty, students, and staff.

### **Underrepresented Student Recruitment and Retention**

Institutions have identified a number of populations underrepresented in higher education. Consistent with the State Plan goal of reducing achievement gaps, public and independent colleges and universities continue to enhance recruiting efforts focusing on reaching these populations. These efforts are generally designed to increase outreach to venues that serve targeted populations, such as schools with a large minority population, churches, and community events. Additionally, a number of community colleges and some four-year institutions offer on-site registration days at local high schools during which students are able to register to attend and take placement exams.

#### *Programs of Note:*

- As many parents have never attended college, Chesapeake College visits elementary schools to increase college awareness and provide skills and future job assessment at an early age.
- Hagerstown Community College operates a College for Kids program to middle school age females to encourage them to pursue education and careers in Science, Technology, Engineering, and Math fields.
- The Office of Admissions at Salisbury University partners with the Office of Multicultural Student Services to hold a multicultural Alliance Day and Reception. This program for prospective students and their families is designed to highlight the diversity that exists at the University and specify the valuable resources that exist for students of varying backgrounds.
- Because large populations of underrepresented students often live in urban environments, many institutions, particularly four-year colleges and universities, target urban high schools in their high school visits.
- The University System of Maryland Baltimore Power, or B-Power, Initiative is designed to encourage and expand dual enrollment at the University of Baltimore (UB) for students from Baltimore City high schools.
- Johns Hopkins University's H.O.M.E. (Hopkins Overnight Multicultural Experience) program is a fly-in program aiming to bring to campus a diverse group of students who otherwise would be unable to see firsthand the academic and co-curricular experiences they might have at the institution.

### **Institutional Partnerships**

Partnerships among institutions have also served as important mechanisms for reaching out to traditionally underrepresented populations. Many programs focus on increasing student



preparation for and readiness to succeed in college, particularly at the middle and high school levels. Some four-year colleges and universities have also formed partnerships with two-year institutions to help ease the academic and social transition from one institution to another. Many of Maryland's historically black institutions and traditionally white institutions have partnered to create dual-degree programs, in order to increase underrepresented students' presence on both campuses. There are also a number of programs in place intended to increase representation for underrepresented students at the graduate level.

*Programs of Note:*

- Chesapeake College created an ESL afterschool program offered in Caroline and Talbot county schools for immigrant students in their last year of high school to improve their readiness for college.
- Community College of Baltimore County partnered with Baltimore County Public Schools to offer Transition Day, a program that provides students with disabilities with information on making the transition from high school to college.
- Harford Community College joined five other Maryland community colleges, as well as community colleges throughout the country, in becoming an Achieving the Dream campus, an organization which focuses on evidence-based change to help eliminate achievement gaps.
- The University of Maryland, Eastern Shore (UMES) has established honors-to-honors articulation agreements with community college honors programs to increase the representation and success of underrepresented students in the UMES honors program. This program provides students with a number of additional academic and personal supports as well as the opportunity to participate in unique extracurricular opportunities.
- Both two- and four-year colleges and universities continue to develop dual-degree and dual-admission programs, under which students fulfill parts of their degree requirements at multiple institutions.
- A number of institutions offer "Green Zone Training" programs designed to help faculty and staff understand challenges veteran and military students face during their educational pursuits.

## **Financial Aid**

The growing price of higher education remains a significant concern for underrepresented populations. Financial aid outreach programs conducted at venues with large numbers of underserved populations, particularly in urban areas, serve as important tools in reducing the perception of cost as a barrier to enrollment. Additionally, many institutions offer financial aid programs specifically targeting underserved populations.

*Programs of Note:*

- In Spring 2018, Carroll Community College announced the Carroll Promise program to provide a bridge for students prior to the 2019 launch of the State's free community college program the Maryland College Promise. The Carroll Community College Foundation funds this last-dollar program for local high school graduates who meet GPA and income requirements.

- University of Maryland, Baltimore County (UMBC) awards Superintendent's/CEO Awards to selected students from both ethnic and socio-economically underrepresented populations who attend schools in Baltimore City and Prince George's County.
- The George's Brigade Scholars program at Washington College targets students who otherwise would be unable to afford to attend a private institution. In addition to other support programs, the Brigade Scholars are provided funding for the full amount of financial need.
- The 13 members of the Maryland Independent Colleges and Universities Association continue to operate the Guaranteed Access Partnership Program, which provides students who qualify for the State Guaranteed Access grant with matching funds.

### **Additional Needs**

In addition to those programs designed to reduce cost as a barrier to enrollment and success in higher education, there are a number of programs designed to support success of students from underrepresented groups both academically and socially. For example, while nearly all institutions have historically operated academic support programs offering supplemental tutoring assistance to specific groups of students, in recent years many institutions have formed or expanded partnerships with local community organizations to provide food banks for students who may be homeless or food-insecure.

#### *Programs of Note:*

- Montgomery College's Refugee Training Center provides a number of services to recently-arrived immigrants, focusing on issues such as language attainment, cultural norms, independent living, and career development.
- The Summer Academic Success Academy at Coppin State University is a six-week residential program that provides at-risk students with the opportunity to earn college credits during the summer prior to matriculation while also equipping them with social and academic skills needed for success in college.
- UMBC has a Trans Support Group for students who identify as transgender, genderqueer, gender fluid, non-binary, bi-gender, and those questioning their gender identity. This group is intended to provide support from peers and explore issues related to gender identity.
- St. Mary's College of Maryland established the First-Generation Student Initiative, providing students who are first in their families to attend college with a peer support group.
- The Capitol Institute for Student Success at Capitol Technology University affords students it has identified as most at-risk the opportunity to take developmental math and English courses prior to the beginning of their first semester.
- The Mount Cares Committee at Mount St. Mary's University brings together representatives from a variety of departments across the institution to ascertain students who have been identified as at-risk by faculty or other staff members. Representatives from the Committee reach out to those students to refer them to additional resources that may support their success.

## **Underrepresented Faculty and Staff Recruitment and Retention**

Historically, one contributing factor that has limited the pool of minority faculty and staff members at Maryland colleges and universities is a lack of individuals possessing the credentials required to work in higher education. In an attempt to address this problem, institutions have created partnerships and programs specifically focusing on increasing the number of individuals from underrepresented populations who might be eligible to serve as faculty or staff members at a college or university. Some of these programs operate at the undergraduate level, designed to increase student preparation for graduate education. Many programs also incorporate additional academic and social support for students once they have entered into their graduate studies. Common elements among both types of programs include enhanced advising, mentoring, and supplemental training for minority students.

In addition to increasing the number of individuals from underrepresented populations who have the credentials needed to enter into the professoriate, it is also critical to enhance the recruitment process to increase minority representation. Institutions advertise job openings in a number of venues that attract large numbers of members from underrepresented groups. There are a number of publications focusing on diversity within higher education, such as *Insight into Diversity*, *Diverse Issues in Higher Education*, *Minority Update*, *Journal of Blacks in Higher Education*, and *Hispanics in Higher Education*. Additionally, a number of academic organizations focus on increasing the representation and professional success of minority groups within academic specialties or the professoriate in general, such as the National Society of Black Engineers and the American Association of Hispanics in Higher Education, to which institutions conduct outreach regarding faculty positions. In addition to increasing inclusivity among the applicant pool through targeted recruiting, institutions also provide supplemental training to faculty and staff serving on search and hiring committees to ensure that members follow federal and institutional equal employment opportunity guidelines.

### *Programs of Note:*

- Carroll Community College, located in a county with few underrepresented minorities, utilizes Skype interviews for distance candidates to increase the pool of potential candidates.
- The Meyerhoff Graduate Fellows Program at UMBC is supported via a National Institutes of Health grant to promote the number of underrepresented minorities in leadership positions in STEM research, academia, and industry. This program focuses on recruitment and retention by providing academic, research, and postgraduate support.
- Several four-year institutions utilize the REGISTRY, a national database of diverse candidates seeking to transfer from another higher education institution, when recruiting for new faculty and staff positions.
- Salisbury University participated in a grant-writing team for a National Science Foundation grant that would provide funding to host two underrepresented minority postdoctoral students in positions that would convert to tenure track upon completion.
- Johns Hopkins University, Morgan State University, UMBC, and UMCP received grant funding to form the PROMISE Engineering Institute, designed to accelerate career preparation for graduate students and postdoctorates in engineering programs to assist with eligibility for tenure-track positions.

Institutions do not solely focus on increasing diversity among faculty and staff through the recruitment and hiring processes. A number of institutions also operate initiatives focused on faculty and staff retention to ensure continued diversity. Many institutions have programs that include mentoring of new faculty and staff members to assist with the transition into the university community and increase professional success. Additionally, many professional development opportunities are provided that allow new faculty and staff members to pursue topics of special interest while further increasing their engagement with the broader university community.

*Programs of Note:*

- All academic departments within the College of Natural and Mathematical Sciences and the College of Engineering and Information Technology at UMBC have departmental diversity plans that address the challenges of recruitment and track overall faculty composition as well as retention and promotion activities.
- University of Maryland, University College created the SPARKS internship program, which provides staff the opportunity to temporarily rotate to another department within the institution. The program is intended to both provide staff with the opportunity to engage with and gain an understanding of other departments and to provide increased chances for professional and career development.
- Three institutions (Towson University, University of Maryland, Baltimore, and UMBC) are members of the National Center for Faculty Development and Diversity, which focuses on professional development, mentoring, and enhancing diversity for graduate students, postdoctorates, and faculty.
- Frostburg State University operates an Annual Development and Leadership Series program, designed to provide management training that will assist in employee retention and promotion.
- The University of Maryland, Baltimore provides career development consultations, computer classes, and internal professional internships to employees whose positions typically have few to no advancement opportunities or make a wage equal to the living wage. These consultations are intended to improve the career options for qualifying employees.

### **Faculty and Staff Cultural Training Programs**

Diversity and inclusion programs are a critical component of training and professional development for faculty and staff members. At the time of hiring, all employees are required to complete training regarding issues such as equal employment practices, diversity within the campus community, and the importance of creating a diverse and welcoming environment for all students, faculty, and staff. In accordance with the State Plan goal of increasing access and success for students of all populations, the critical role that diversity plays in enhancing student success is highlighted. Additionally, a number of institutions provide substantial professional development opportunities for faculty interested in incorporating diversity issues within the classroom and curriculum.

*Programs of Note:*

- Carroll Community College created the Intercultural Teaching and Learning Fellows program for selected faculty and Student Affairs staff to provide them the opportunity to both attend regional and local conferences and participate in focused on-campus sessions.
- Community College of Baltimore County hosts a Culturally Responsive Teaching Conference that draws K-12 and college educators from the CCBC campus and across the country.
- Howard Community College developed a diversity working guide for faculty and staff that focuses on issues of cultural sensitivity, including privilege, gender and racial equity, microaggression, and social justice.
- UMB hosts a workshop on Advancing Language Diversity in the Classroom to faculty across all seven of its professional schools.
- Towson University has a Diversity Faculty Fellows program designed to provide faculty members with the skills needed to incorporate diversity in the curriculum, improve social dynamics within the classroom, and develop strategies for enhancing a culture of inclusiveness with the campus community.
- The Center for Excellence in Teaching and Learning at Morgan State University hosts a training institute with several modules for faculty and graduate teaching assistants on integrating active learning into courses with large section enrollments, of which three modules specifically focused on issues of diversity and equity.

**Initiatives to Promote Cultural Diversity in the Classroom**

All institutions include some form of cultural diversity studies within their general education requirements. At some institutions, this includes a course utilizing interdisciplinary approaches to focus specifically on concepts of diversity. At other institutions, students have the opportunity to complete coursework in subject areas – such as sociology, anthropology, or history – that incorporate cultural diversity into the curriculum. Similar to general education requirements, programs preparing students for fields requiring certification and licensure, such as health programs, are often required to include courses focusing on working with diverse populations within a practical setting. Many of these programs offer additional coursework beyond the requirements for professional certification and licensure. Additionally, there are a number of academic programs that utilize a similar interdisciplinary approach to explore topics related to diversity. Many institutions offer majors, minors, or other programs in fields such as social or cultural studies.

*Programs of Note:*

- The Cultural Diversity Committee at Harford Community College identifies diversity topics and concepts relating to one particular country each year that faculty can incorporate into their coursework. For the 2017-2018 academic year, the country of focus was Syria. Concepts included topics such as Islamophobia in America, immigration, and the refugee crisis.
- The University of Baltimore School of Law's Human Trafficking Prevention Project is a clinical law program designed to provide post-conviction legal services to survivors facing legal consequences from their involvement.

- The Social Justice Workgroup at St. Mary’s College of Maryland developed learning outcomes that would be required of courses to satisfy a potential social justice general education course requirement.
- Goucher College instituted a new curriculum incorporating a “Race, Power, and Perspectives” requirement within its general education program.

Study abroad has been shown to provide a wealth of benefits to not only the participant through immersion in another culture, but also the broader community. This, along with increasing globalization, has led to institutions increasing their emphasis on study abroad as a vehicle for exposing students to diverse worldviews. Institutions provide study abroad opportunities in a wide variety of ways. Some offer institution-specific programs, such as operating through campuses abroad or facilitating trips led by faculty and staff. These typically are short-term opportunities designed for students who would be unable to fulfill longer-term study abroad programs due to curricular requirements, finances, or personal reasons. Additionally, institutions have worked to increase international student representation as another method of promoting cultural diversity on their campuses.

- UMES held an international service learning showcase that focused on both service and study abroad opportunities. The showcase was led by students who had previously participated in programs abroad.
- With the goal of bringing additional international students to campus, Frostburg State University has developed cooperative degree programs with several overseas institutions. Through these programs, students will earn degrees from both Frostburg and the partnering institution.
- Salisbury University’s Community Health, Social Work, and Nursing programs collaborated to create a global health seminar that included a study abroad trip to South Africa. This trip was intended to focus on issues such as the impact of cultural, socioeconomic, and political forces on health.
- University of Maryland, Baltimore (UMB) is creating a formal International Exchange program to connect UMB students to meaningful opportunities abroad and provide a fellowship program for international students to study in the USA.

### **Co-curricular Programming for Students, Faculty, and Staff**

Co-curricular programming plays a significant role in highlighting diversity issues to students, faculty, staff, and the surrounding community. This programming takes a number of different forms. Many institutions offer speaker series, forums, or film festivals which are focused on a common theme but which examine various pertinent issues through different lenses over time.

A number of programs also provide the campus community with the opportunity to educate about and celebrate aspects of a specific culture. These frequently fall within the days and months designated nationally or internationally to acknowledge the contributions of a particular heritage, such as Black History Month or Hispanic Heritage Month. There are also a number of activities that take place surrounding events which highlight ongoing issues on topics related to diversity, such as International Women’s Day or World AIDS Day. However, there are many other programs held throughout the year that do not fall into one of these categories.

- Anne Arundel Community College’s Rainbow Network partnered with organizations throughout the community to hold a Rise Above Hate vigil in response to the tragedies occurring in Charlottesville during the August 2017 “Unite the Right” rally.
- UMES held an end-of-semester program within freshman male communities called “Go Home, Mon,” which featured Caribbean food, music, and dance.
- Towson University has a multi-week program, Intergroup Dialogue, that bring together students from a variety of social groups to discuss issues concerning social identity, multiculturalism, and cultural diversity. Faculty and staff serve as facilitators for these sessions designed to build bridges across a diverse array of student populations.
- UMBC’s Commuter Assistants partnered with the Women’s Center and the Mosaic Center to host a commuter event focusing on understanding a variety of demographic identities.
- The Diversity and Culture Center of the University of Baltimore held a program celebrating holidays around the world, which featured countries from Africa, Europe, and the Middle East.

## **CONCLUSION**

As noted in the introduction, the programs described above represent a very small subset of the various initiatives currently offered by Maryland institutions to enhance diversity on campuses. Volume II of this report contains the full institutional narratives, which provide substantially more detail regarding the specifics of each institution’s programming. While oftentimes the discussion of diversity within an institution focuses on the racial, ethnic, and gendered composition of the population, curricular and co-curricular programs also play an important role in shaping the culture of a campus.

As this report shows, institutions continue to develop and implement new and innovative programs to address issues of diversity on their campuses. As concerns regarding diversity and multiculturalism remain topics of national and international discussion, the role that Maryland colleges and universities play in encouraging an environment celebrating inclusivity and diversity will continue to grow.



# **Report on Institutional Programs of Cultural Diversity MSAR #8751**

## **Volume 2**

**December 2018**

Lawrence J. Hogan, Jr.  
Governor

Boyd K. Rutherford  
Lt. Governor



# **Maryland Higher Education Commission**

Anwer Hasan, Chairman

Sandra L. Jimenez, Vice-Chair

Vivian S. Boyd

John Holaday

Vera R. Jackson

Russell V. Kelley

Giavanna Tserkis, Student Commissioner

Ian MacFarlane

Donna M. Mitchell

Joel Packer

Rizwan A. Siddiqi

John W. Yaeger

**James D. Fielder, Jr., Ph.D.**  
**Secretary**

**MSAR # 8751**  
**Report on Institutional Programs of Cultural Diversity**  
**2018**

**TABLE OF CONTENTS**

**VOLUME 1**

Executive Summary .....	1
Introduction .....	2
Institutional Initiatives .....	3
Underrepresented Student Recruitment and Retention .....	3
Institutional Partnerships .....	3
Financial Aid.....	4
Additional Needs .....	5
Underrepresented Faculty and Staff Recruitment and Retention.....	6
Faculty and Staff Cultural Training Programs .....	7
Curricular Initiatives to Promote Cultural Diversity in the Classroom.....	8
Co-curricular Programming for Students, Faculty, and Staff.....	9
Conclusion .....	10

## VOLUME 2

Program Index.....	i
Institutional Submissions	
Community Colleges.....	1
Allegany College of Maryland .....	2
Anne Arundel Community College .....	14
Carroll Community College.....	27
Cecil College.....	45
Chesapeake College .....	65
Community College of Baltimore County.....	75
Frederick Community College.....	106
Garrett College.....	119
Hagerstown Community College .....	133
Harford Community College .....	145
Howard Community College .....	159
Montgomery College .....	170
Prince George’s Community College.....	184
Wor-Wic Community College.....	204
Four-Year Public Colleges and Universities .....	225
University System of Maryland.....	226
Bowie State University .....	238
Coppin State University .....	248
Frostburg State University .....	260
Salisbury University .....	293
Towson University .....	317
University of Baltimore .....	345
University of Maryland, Baltimore.....	370
University of Maryland, Baltimore County .....	407
University of Maryland Center for Environmental Science.....	452
University of Maryland, College Park.....	457
University of Maryland Eastern Shore .....	518
University of Maryland University College .....	538
Morgan State University .....	557
St. Mary’s College of Maryland .....	574
Maryland Independent Colleges and Universities Association .....	583

## Program Index

### Recruiting Underrepresented Student Populations:

6, 7, 12, 13, 16, 18, 29, 32, 42, 43, 51, 52, 53, 55, 57, 58, 66, 67, 68, 69, 83, 84, 110, 111, 112, 137, 138, 139, 141, 142, 163, 168, 175, 176, 177, 178, 190, 191, 192, 193, 206, 207, 211, 212, 227, 231, 233, 239, 250, 263, 264, 270, 271, 276, 277, 278, 282, 283, 295, 296, 297, 298, 299, 300, 308, 346, 347, 348, 350, 370, 371, 372, 373, 407, 408, 410, 424, 425, 426, 432, 433, 438, 439, 458, 463, 464, 465, 504, 505, 517, 518, 519, 520, 521, 522, 560, 561, 562, 567, 568, 577, 587, 590, 593, 595, 596, 603, 604

### Partnerships with Other Institutions:

30, 41, 57, 58, 61, 69, 80, 81, 82, 111, 112, 114, 131, 137, 139, 181, 227, 234, 239, 269, 278, 279, 280, 293, 294, 295, 299, 365, 424, 432, 433, 434, 442, 453, 458, 518, 520, 521, 562, 568, 605

### Providing Additional Support to Underrepresented Student Populations:

17, 18, 29, 31, 33, 38, 42, 52, 53, 54, 55, 58, 66, 72, 73, 80, 83, 84, 111, 112, 113, 116, 122, 124, 126, 127, 131, 137, 138, 139, 147, 148, 149, 163, 164, 162, 168, 169, 175, 176, 177, 178, 181, 182, 192, 195, 209, 210, 211, 234, 239, 251, 252, 254, 255, 256, 264, 265, 267, 268, 270, 271, 278, 279, 293, 294, 295, 296, 298, 305, 324, 347, 350, 354, 355, 362, 381, 408, 409, 411, 413, 414, 425, 426, 427, 430, 431, 432, 433, 434, 435, 436, 439, 440, 442, 463, 464, 465, 466, 467, 474, 505, 509, 519, 520, 521, 546, 561, 562, 563, 564, 565, 567, 577, 595, 597, 598, 604

### Recruiting Minority Faculty and Staff:

4, 7, 8, 20, 21, 24, 33, 43, 44, 63, 70, 85, 114, 123, 130, 144, 150, 151, 160, 161, 163, 166, 177, 193, 194, 208, 209, 227, 228, 239, 249, 257, 266, 279, 280, 293, 296, 297, 309, 318, 319, 322, 333, 349, 363, 371, 373, 408, 420, 421, 422, 423, 440, 443, 468, 469, 503, 504, 508, 518, 520, 538, 540, 551, 563, 565, 578, 590, 600, 605, 606

### Retaining Minority Faculty and Staff:

8, 21, 23, 27, 31, 33, 69, 150, 160, 163, 166, 195, 227, 228, 232, 266, 279, 280, 310, 318, 320, 321, 334, 336, 337, 363, 364, 373, 378, 379, 380, 408, 409, 422, 423, 440, 468, 469, 500, 501, 503, 504, 521, 540, 541, 565, 578, 600, 605, 606

### Faculty and Staff Cultural Training:

8, 10, 16, 25, 27, 29, 31, 32, 34, 35, 43, 44, 60, 61, 63, 66, 70, 78, 79, 83, 85, 108, 114, 115, 116, 123, 129, 130, 136, 140, 144, 145, 146, 161, 162, 163, 167, 175, 178, 179, 194, 212, 228, 233, 235, 236, 239, 241, 242, 243, 250, 251, 256, 281, 301, 304, 305, 308, 318, 326, 328, 334, 335, 337, 348, 354, 362, 363, 364, 365, 374, 375, 376, 377, 380, 410, 411, 412, 413, 422, 427, 431, 459, 469, 470, 475, 500, 501, 505, 507, 508, 509, 526, 538, 539, 543, 544, 545, 551, 563, 565, 566, 578, 579, 580, 590, 591, 600, 605, 606

### Cultural Diversity Course Requirements and Curricular Development:

4, 9, 25, 27, 28, 29, 30, 36, 37, 40, 41, 45, 60, 62, 71, 72, 79, 80, 81, 109, 122, 123, 127, 128, 129, 136, 146, 167, 180, 198, 199, 200, 201, 211, 213, 214, 215, 221, 239, 250, 255, 269, 302, 308, 339, 353, 354, 430, 439, 442, 459, 470, 471, 473, 496, 506, 523, 525, 526, 545, 560, 580, 592, 604, 605

### Academic Programs:

211, 281, 350, 496, 566

### Increasing Study Abroad Opportunities:

79, 82, 168, 239, 271, 272, 282, 283, 305, 353, 374, 387, 506, 509, 523, 563, 566, 605

### Co-Curricular Programming:

9, 10, 11, 12, 13, 24, 25, 31, 37, 38, 41, 55, 57, 58, 59, 61, 62, 71, 79, 80, 81, 82, 109, 115, 116, 129, 130, 138, 139, 140, 141, 146, 149, 151, 152, 153, 160, 161, 162, 163, 167, 176, 179, 180, 182, 192, 194, 196, 197, 198, 202, 206, 215, 216, 218, 219, 222, 223, 228, 234, 240, 241, 242, 250, 251, 268, 269, 281, 301, 302, 303, 304, 308, 322, 323, 324, 325, 328, 329, 336, 337, 339, 350, 351, 352, 353, 354, 355, 362, 375, 377, 378, 379, 381, 412, 414, 427, 428, 429, 430, 431, 433, 435, 436, 463, 464, 471, 472, 473, 474, 475, 476, 496, 502, 506, 508, 510, 522, 523, 524, 525, 526, 542, 543, 546, 551, 552, 568, 580, 581, 592, 594, 599, 603

# Community Colleges

# Allegany College of Maryland

## PLAN FOR PROGRAM OF CULTURAL DIVERSITY ANNUAL REPORT

ACADEMIC YEAR 2017-2018

Presented to Board of Trustees 06/18/18

Dr. Cynthia Bambara, President

Board of Trustees:

Kim Leonard, Chair

Jane Belt, Vice Chair

Joyce K. Lapp

John J. McMullen, Jr.

James J. Ortiz

James R. Pyles

Barry P. Ronan

---

### CONTENTS

**Part I: Plan to Improve Cultural Diversity**

**Part II: Efforts to Increase the Numerical Representation of Traditionally Underrepresented Groups**

**Part III: Efforts Designed to Create Positive Interactions and Cultural Awareness**

**Part IV: Other Initiatives**

**Part V: Reporting of Hate-Based Crimes**

---

# 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 **Strategic Plan (2015-2020)** was revised in FY17; however, 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” still includes Strategic Goal Five: to “increase cultural competency within the College community.”

The College’s **Educational Master Plan (2015-2018)** provides the educational roadmap for student success using five Planning Theme; 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.

The institutional division of Instructional & Student Affairs extended its Instructional and Student Affairs Annual Goals from FY17, including diversity as a 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 (EDMP) working group, which meets throughout the year to report on the EDMP’s progress. A detailed action plan was developed in late FY16; elements of the plan are tactics, timeline, measure, resources, responsible person, justification/support data, and planning document linkage. In evaluating progress of Strategic Goal 5, Increase cultural competency within the College community, the Diversity Committee’s role and charge was modified in FY18. Information about the work of the Diversity Committee is detailed below.

## DIVERSITY COMMITTEE

The Diversity Committee is a Special Standing Committee for the College, beginning in the 2015-2016 academic year. The objectives for this committee were updated in FY18:

In an advisory capacity to leadership:

- Recommend strategies for improving cultural competence among students, faculty, and staff; assist designated staff to implement those strategies.
- 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 continuing scheduling and member workload challenges, the Committee was only able to meet face-to-face **three** times; however, much of the work was accomplished and information shared among members via email. The Committee noted the following accomplishments:

- ✓ New members joined while others stepped down.
- ✓ Two co-chairs were reappointed.
- ✓ Research/reading was shared liberally among Committee members.
- ✓ In a continuation of last year’s task, focused on its strategic planning goal to increase cultural competence of faculty, staff, and students.

- ✓ Learned that General Education Learning Outcomes Assessment included data collection from students regarding cultural awareness; this year's results were requested and are described in Part III below.
- ✓ Prompted by a question from an ACM employee, polled on whether to continue, discontinue, or rename the Focus on Women and Focus on Men awards. Both awards were given again this year.
- ✓ Participated in a major campus event, Choose Civility Teach-In; Committee Members provided handouts and spoke individually with students about ways to promote civility/respect and ways to practice mindfulness/inclusiveness.

To achieve the goal, four tactics have been implemented.

1. Define "cultural competence" for the institution using research and polling students and employees from a selection of nationally used definitions. This tactic is complete; in Fall 2016, the committee found the "gold standard" and adopted, in its entirety, the National Center for Cultural Competence (Georgetown University): <https://nccc.georgetown.edu/foundations/frameworks.html>
2. Assess the extent to which the College is currently culturally competent using its selected definition. A survey of students, faculty, and staff was conducted in late Fall 2017; after reviewing various options, the Diversity Committee selected and adapted the University of Maryland's survey. The results were provided and reviewed by the Committee in early February 2018.
3. Develop reasonable and achievable benchmarks using where the College is "now" and additional research of best practices. This tactic was known to depend upon the survey results, which the Diversity Committee found very difficult to analyze in a meaningful way for data/assessment purposes for which the benchmarks are needed – particularly since the survey instrument was significantly changed by the vendor who administered it (ie., shift from 1-5 Likert Scale to bar image on 1-100 scale). The Committee also had concerns that only 7 of 140 respondents were non-white (5% compared to Allegany county non-white population of 12.51% and student non-white population of 16.8%) and wondered if the low minority response rate skewed the results.
4. Develop a plan to improve or reach the benchmarks via programming and educational opportunities. This tactic was known to depend upon the survey results; as noted, the survey results were difficult for the Diversity Committee to analyze for benchmarking purposes, but the qualitative results informed the Committee, which developed a plan for its FY18 activities.
  - ✓ Training modules through Human Resources for all employees on the subjects of diversity, bias, discrimination, and related topics. Recommend mandatory training when possible.
  - ✓ Identify which faculty members are addressing cultural competence in their courses – in any way – then share this information with other instructors, encourage more instructors to adapt content in their classes, and provide a forum for instructional best practices.
  - ✓ Create a webpage on the College's website dedicated to Cultural Competence. This page would contain cultural competence definition, resources, informative articles and links, event/program information, Diversity Committee information, and more.
  - ✓ Create a dedicated email for the Diversity Committee to function both as a contact point for any person who wishes to communicate with the Committee but also to offer "passive programming": email campaigns throughout the semester "Did you know...?" to pose questions, provide helpful information, and encourage dialog among faculty, staff, and students.
  - ✓ Revise our survey instrument to re-administer in Fall 2018.
5. Assign the Diversity Committee's Human Resources representative as a member of or consultant to each College search committee. This tactic is complete. In February 2016, the committee submitted a letter to the College Strategic Planning Team 2 proposing that "permanent linkage be established between the committee's human resources representative and all staff and faculty hires at the college from this point forward." However, as noted in Part II below, Human Resources has subsequently changed its approach by providing training to multiple College employees to serve as "committee experts" one of whom will serve on each search committee to assist with recognizing bias, avoiding inappropriate topics, and more.



## 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 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.*

**Title IX:** The Dean of Student & Legal Affairs is also the College's Title IX Coordinator and is thus charged with remaining current on legal/regulatory developments related to gender discrimination and properly addressing reports of sexual misconduct and sex discrimination regardless of gender, sexual orientation, or sexual identity.

**Discrimination:** The Dean of Student & Legal Affairs is charged with remaining current on legal/regulatory developments related to other forms of discrimination and properly addressing reports of discrimination among students, faculty, or staff.

### EVALUATION OF PROGRESS

Allegany College of Maryland has continued a comprehensive review of its assessment and planning throughout FY18; 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, academic program review, and operational unit review), 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 / STUDENT RECRUITMENT AND RETENTION

The charts below highlight the race/ethnicity in our local community (2015) 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 continues to exceed the local population minority population percentage.

Race/Ethnicity	Allegany County	
Total Population	73060	
White	63922	87.49%
2 or more races	1256	1.72%

Hispanic	1233	1.69%
Black or African American	5889	8.06%
American Indian/Alaska Native	107	0.15%
Asian	580	0.79%
Native Hawaiian/Other Pacific Islander	34	0.05%
<b>Non-white</b>	9138	12.51%
Source: 2016 Census Population Estimates (ACS)		

Student racial/ethnic distribution	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
a. Hispanic/Latino	0.70%	0.20%	1.40%	1.50%	1.50%	1.9%	1.4%
b. Black/African American only	9.00%	10.40%	10.30%	10.60%	11.40%	10.9%	10.4%
c. American Indian or Alaskan native only	0.00%	0.20%	0.20%	0.10%	0.00%	0.2%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.10%	0.10%	0.10%	0.10%	0.00%	0.0%	0.1%
e. Asian only	0.40%	0.40%	0.40%	0.30%	0.00%	0.4%	0.7%
f. White only	87.10%	84.30%	83.70%	83.00%	84.20%	82.4%	83.2%
g. Multiple races	0.30%	1.00%	1.30%	1.50%	0.40%	2.1%	2.4%
h. Foreign/Non-resident alien	0.90%	1.00%	1.10%	1.30%	1.10%	1.2%	1.1%
i. Unknown/Unreported	1.50%	1.20%	1.70%	1.80%	1.40%	0.9%	0.4%
<b>% Minority</b>	11.40%	13.30%		15.30%	15.80%	17.6%	16.8%
Source: Allegany College of Maryland Performance Accountability Report							

The majority of Allegany College of Maryland’s underrepresented minority students reside in Willowbrook Woods, ACM’s on campus housing facility which is described in Part IV. The popularity of Willowbrook Woods in years’ past (including 2016) led to more applications than available spaces. According to Institutional Research, 92% of Willowbrook Woods residents were non-white in FY18. Recruiting underrepresented minority students include the following promotional efforts by the College’s marketing/recruitment personnel:

Allegany College of Maryland attends multiple local and regional college and career fairs, with the goal of recruiting students, including underrepresented students. College Recruiters schedule visits to high schools, both in rural and urban locations, throughout the academic year. In addition, campus tours are scheduled from schools within this same region as well as families with the goal of providing the opportunities available at Allegany College of Maryland to recruit students from underrepresented backgrounds. The Public Relations and Marketing Office develops advertisements and publications that speak to all genders, races, ethnicities, and age groups as well as first generation students. Additionally, Allegany College of Maryland has a variety of programs and special projects that support the recruitment of and services to underrepresented students. A summary is provided below:

1. Pathways for Success is a TRIO Student Support Services project to increase retention, graduation, and transfer rates of eligible students, as well as improve student grade point averages. The program provides a supportive environment on campus for underrepresented students with low-income or first-generation status and students with disabilities. The program offers tutoring in math, science, and writing/English, one-on-one academic advising, career advising, transfer advising, financial aid advising, peer mentoring, support groups, and workshops on topics such as financial literacy.

2. Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion enables the College to improve academic advising services to students, including underrepresented students, to boost their chances for success and will consolidate academic advising services in one location for greater access and more consistent delivery. This one-stop advising services center, located in the College Center, includes a wide range of academic advising, career planning, supportive counseling, educational coaching and mentoring services.
3. Consolidated Adult Education and Family Literacy Services offers a variety of programs and services to prepare underrepresented students for high school equivalency and literacy services for family and workforce development. Adults and out-of-school youth without a high school diploma have the option of completing secondary education through GED testing or the National External Diploma Program. Successful students by either approach are issued a Maryland high school diploma. Family literacy services, the second key part of adult education, help adults become literate for employment and self-sufficiency and enable them to become full partners in the educational development of their children. Community outreach is a major emphasis, and the adult education program works with such agencies as the Human Resources Development Commission, Social Services of Allegany County, the YMCA Family Support Center and the local American Job Center.
4. Cyber Technology Pathways Across Maryland is a skills-training and economic-development initiative of the State's Department of Labor and will prepare workers for a growing number of area jobs foreseen in IT. Among the underrepresented population to benefit from the job training offered through CPAM are military veterans and workers made jobless by unfair foreign trade practices. Low-skilled adults, women and other populations underrepresented in cybersecurity and other IT fields are also in the target audience.

Twenty-eight F1 students registered at Allegany College of Maryland in Fall 2016; their nations of origin are Australia, Brazil, Republic of Cameroon, China, Cote D'Ivoire, Egypt, Federal Democratic Republic of Ethiopia, Gambia, Guinea, Haiti, Indonesia, Iran, Kenya, Nepal, Federal Republic of Nigeria, Republic of the Philippines, Republic of Poland, Russia, Republic of Sierra Leone, and Thailand.

### **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 from the Office of Institutional Research, Effectiveness, and Planning (Fall 2017), 2.0% of ACM full-time faculty were minority (non-white). 1.3% of full-time administrative/professional staff was minority (non-white); both numbers increased from Fall 2016.

According to the most recent data available from Human Resources (FY18), ACM had the following staffing percentages:

FT Faculty/Staff (non-white)	1.02%
FT Faculty (non-white)	.99%
FT Staff (non-white)	1.03%
FT Faculty/Staff (minority)	1.36%
FT Faculty (minority)	1.98%
FT Staff (minority)	1.03%
Total Staff/Faculty including PT (non-white)	1.18%
Total Staff/Faculty including PT (minority)	1.96%

\*non-white does not include Hispanic

\*minority includes non-white and Hispanic

For our Applications over the past year, we received 689 applications for our open positions.

Total Staff/Faculty applications (non-white) 11.3%

Total Staff/Faculty applications (minority) 12.5%

Out of the 12.5% minority applications 2% were hired split evenly between faculty and staff at 1% each.

The President and Director of Institutional Effectiveness, Research, and Planning conducted the annual internal employee satisfaction survey in Fall 2017 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. The results are encouraging and show steady progress at the institution.

Diversity	Strongly Agree/Agree	Strongly Disagree/Disagree	# Responses
<b>The College demonstrates commitment to valuing diversity.</b>	79.3	12.6	246
	83.1	10.6	225
	80	12.6	190
	80.3	14.7	188
	82.4	11.1	216
<b>ACM fosters cultural competency in its employees. (added 2015)</b>	78.9	13.9	208
	68.2	20.5	173
	67.3	19.8	217
	66.4	20.7	208

Employee Survey—Composite Results for 2012 (in black); 2013 (in red); 2014 (in blue); 2015 (in green); 2016 (in purple); 2017 (in navy)

Total number of employee responding—2012=259; 2013=236; 2014=201; 2015=213; 2016=235\*; 2017 = 223

\*some indicated unable to respond

For both retention and teaching excellence, faculty is updating and expanding its peer mentor program which will become mandatory for new faculty; that process has been reviewed and improved extensively by the Educational Innovations Committee and the subcommittee working group led by Associate Professor Robin Seddon in FY18 to go “live” in FY19. Additionally, all faculty who teach online or blended classes are required to complete a new self-paced online course, *Accessibility and Your Online Course*, as well as comply with a new eCourse policy for quality assurance including accessibility standards.

For all position types (faculty and staff), the College endeavors to make minority employees feel included and valued.

### Search Committee Experts

Chris Everett, HR Generalist

HR has compiled a team of search committee experts. This practice was implemented as it was a best practice of several other community colleges in Maryland in addition to nationwide. HR saw this as a great opportunity to improve our recruiting practices since during peak recruiting times, there isn’t enough HR staff to serve on every search committee directly. May – August is typically the busiest time of the year for recruitment due to contracts ending and retirements. HR reached out to a group of several people from all areas on campus to be a part of this group and to date has 12 fully trained search committee experts and 4 other experts in the process of finalizing their training. The training these individuals received allowed them to know how to recognize common recruiting biases, avoid inappropriate topics, how to read congruency between candidates words / expressions / body language, and how to point these factors out to other people on their search committees that they have been assigned to Every search committee is required to have one of these individuals on the committee.. These changes were made to enhance this aspect of our institution to help ensure that we hire the best candidates possible for open positions, while also assuring that we maintain non-discriminatory hiring practices.

# 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**

### **General Education Learning Outcomes Assessment**

Tonya Shepherd, Associate Professor + Committee on Assessment

Tom Striplin, Dean of Arts and Sciences + Committee on Assessment

In 2017, Faculty participated in efforts to improve the assessment process for the GELO **Personal and Civic Responsibility (PC&R)**: *Explore and develop understanding for oneself and others, the community, and other cultures, and engage with issues of local, national, and global significance. Specifically,*

#### **Cultural Awareness**

What have you learned from working with diverse communities and other cultures? Have you explored or adjusted your own attitudes and beliefs? Please explain.

#### **Engagement with Issues**

In what ways have you engaged with issues of local, national, and/or global significance?

While the data show a significant increase in Cultural Awareness, there were significant decreases in proficiency for ...Engagement with Issues.

Several factors might have contributed to these lower outcomes, including

- Limitations of the assessment tool and process.
- Lingering uncertainty among faculty about what “engagement with issues” means, what level of proficiency should be expected of our students at the time of graduation or transfer, and how to align course content and assignments to P&CR.
- Loss of momentum in prioritizing civic engagement due to other competing and labor-intensive priorities (program assessment and re-accreditation, for instance), as well as transitioning leadership and responsibilities within the office of SL/CE.

With these in mind, the General Education Committee recommended the following:

- Revitalize the priority to institutionalize Civic Engagement through use of and collaboration with SL/CE and the Democracy Commitment to increase course-embedded service learning experiences and co-curricular activities.
- Provide trainings that foster shared understanding of the goal, expectations for proficiency, and teaching and learning strategies.
- Improve the P&CR assessment method and process.

The General Education Committee members then reached out to faculty to share assignments for teaching/evaluating PC&R in the hope that a sampling of assignments (or descriptions) will be a first step toward building bridges with Service Learning/Civic Engagement and the Democracy Commitment, identifying faculty training needs, improving the assessment process and, ultimately, readying our students for active and ethical citizenship.

### **Save the World Incubator**

Diane S. McMahon, PhD

Associate Professor, Sociology

Service Learning and Civic Engagement Center, Faculty Director

Sociology students displayed their “Save the World Incubator” poster presentations in the College Center. The assignment asked students to choose social issues which they were interested in learning more about, while researching and talking with community members to engage them in potential solutions to the problem.

## **How to Conduct and Inclusive Public Dialog**

Diane S. McMahon, PhD

Associate Professor, Sociology

Service Learning and Civic Engagement Center, Faculty Director

This training focused on how to conduct a public dialog, student activity, community training, forum, or lesson that includes multiple and diverse viewpoints. It was led by the national director of The Democracy Commitment, Verdis Robinson.

## **Continuing Education and Workforce Development**

### **The ABC's of T's: Practice with Transgender Individuals Across the Lifespan**

Professionals in the social work, counseling, health care, education, and legal fields encounter transgender persons on a regular basis, and need to have the knowledge, skills, and resources to serve this very vulnerable population in a respectful and culturally competent manner. This training goes beyond Transgender 101, to provide details regarding the specific issues which impact transgender individuals and their formal and informal support networks. Information regarding the multiple facets and layers of transition, specific differences in working with children, youth and young adults, as well as older adults and the best practices and resources to assure the person's success in living as authentically as possible will be provided via lecture, audience interaction, video clips and case studies. Participants will be asked to self-reflect upon their own gender history as well as potential biases, barriers to establishing transgender-affirming and knowledgeable practice within their current work/practice setting, and steps to move toward a more inclusive practice.

### **Hoarding and the Senior**

Hoarding Disorder is an epidemic that is affecting our Senior population. This seminar will review what hoarding is, what causes it and how we can help our clients and their families. This interactive discussion will shed some light on this disorder and will also give you the opportunity to walk in a hoarder's shoes. Understanding this disorder and what precipitates the symptoms that co-exist will help you work more successfully with this population.

### **Conducting the Initial Interview with an older Adult and the Ethical Dilemmas that Arise**

This interactive training will incorporate modeling and lots of discussion about what an initial interview should look like. The elderly have so much depth to their lives and it is the social workers responsibility to gather the appropriate information in order to be able to treat them and manage them effectively. What is happening with them in the present is very important. However, often times, knowing what happened to them throughout life can offer pertinent information and guidance. This training will guide the participant to understand better techniques along with other components to include in the initial interview to help better serve their clients. The participants will also discuss what ethical dilemmas arise when conducting a psychosocial assessment with an older adult.

ACM CE again partnered with World Artists Experiences (WAE) and the international division of Maryland's Office of the Secretary of State to host the 10<sup>th</sup> annual **"Bridges to the World" International Film Festival**. This free event featured five award-winning films from Estonia, Paraguay, Jordan, South Africa and Bulgaria followed by post-screening discussions.

Finally, Allegany College of Maryland Center for Continuing Education continues to offer Adult Basic Education.

## **EMPLOYEE TRAININGS**

All new, full time Faculty, and all Professional and Associate Support Staff are required to complete harassment training which includes sexual harassment. Additionally, every new ACM employee is required to receive Title IX training during his/her first year of employment.

## CCSSE

Results from the Spring 2018 Administration of the Community College Survey of Student Engagement will not be available to the College until Summer 2018.

### CO-CURRICULAR PROGRAMMING FOR STUDENTS

#### STUDENT CLUBS/ACTIVITIES

Allegany College of Maryland, through its Student Government Association, recognized 32 Student Clubs in FY 18. Active clubs that promote diversity include the Choir, Culture Club, NAACP Student Club, Nurse's Christian Fellowship Club, Peace Studies Club, Veteran Support Club, Volunteer Club, PRIDE (LGBTQ/Ally Club), and 19 academic-related clubs and honor societies.

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 FY18, the following programs were presented (often in partnership with other campus groups such as the Democracy Commitment) and were open to all students, faculty, staff, and community members.

- **Veterans Day Events** - Honor and Recognition Ceremony was held and stars with veterans' names hung in College Center windows (sponsored by Student Government Association). A ribbon cutting ceremony was also held to open the campus's Veterans Center on campus.
- **World AIDS Day** – Held in conjunction with the Nurse Managed Wellness Center and the local Health Department, we offered educational materials and free AIDS/STI testing.
- **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.
- **Saakumu African Dance Troupe** – This African dance troupe presented traditional and contemporary African dance and music.
- **Women's History Celebration** – Film director, Kamala Lopez spoke after the screening of her film, "Equal Means Equal". There was also a networking reception following the film that included information about women's organizations and issues.
- **The 6<sup>th</sup> 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). One student was selected and recognized this year.
- The **Focus on Men Award** was again presented this year, which mirrored the Focus on Women Award. One student was chosen and recognized this year.
- For the seventh 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, did not offer programming in FY17, but resumed its work in FY18. In addition to several projects already discussed elsewhere in this report, the Committee sponsored Choosing Civility Book Discussions  
Choose Civility book discussions @ Dr. Forni's Choosing Civility book.

A series of choose civility activities for students, faculty and staff to participate with Allegany County Government, Allegany County Library, NAACP, and Leadership Allegany participating.

Trip to Washington, DC

Silent Witness Advocacy Workshop

All day trip on Capitol Hill for Gender Roles and Human Services Classes

Trip to Anaheim, California - 2018 Civic Learning and Democratic Engagement Meeting

The Democracy Committee annual meeting with two ACM students and staff attending.

---

---

## PART 4

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

### 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 who are dedicated to promoting diversity themed events and programs to students, faculty, and staff.

### RESIDENCE LIFE

Allegany College of Maryland offers on-campus apartments for 236 full time credit students of all socio-economic classes (largely low income and first-generation college students), races/ethnicities, 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. In order to be as inclusive as possible, Residence Life Staff asks these 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

The application packet includes two pages of questions and short essays; since Residence Life values a highly diverse living/learning community, the questions are designed to both inform prospective students about the community and to identify any particular preparation/education needs of the new residents. Applicants are asked to share their thoughts about building community, getting to know people who are different from themselves, being friends with someone from a rival town or school, and whether there is any group or type of person with whom s/he is unable/unwilling to be friends?

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 which includes program/major and elicits particulars of compatibility such as interests, socializing tendencies, study habits, noise, cleanliness, and smoking (ie., 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 is referred to off-campus housing.



## **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. 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 2017. 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 / Public Safety
- Cumberland City Police
- Pennsylvania State Police (Bedford County)
- Student & Legal Affairs (Cumberland campus)
- Student Services Director (Bedford 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. The written report containing both statistics and narrative content is completed each summer, published, and posted online; all students and all employees are notified electronically twice per year.

 ANNE ARUNDEL COMMUNITY COLLEGE

# 2018 Plan for Program of Cultural Diversity

MARYLAND HIGHER EDUCATION COMMISSION

SEPTEMBER 1, 2018

## Foreword:

This Equity, Diversity and Inclusion plan at Anne Arundel Community College has been developed to articulate the efforts of our campus community as we continue to build a climate that supports and respects diverse cultures, backgrounds, and ideas. This plan recognizes diversity and inclusion as an integral part of our campus community, and as a means to engage in partnerships with the local and global community as we work and learn together. Anne Arundel Community College is committed to supporting and sustaining a diverse and inclusive educational environment.

### Anne Arundel Community College Mission

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

### Anne Arundel Community College Vision Statement

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

### Anne Arundel Community College 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 relationships with society.

### Anne Arundel Community College Equity Statement

Equity is grounded in the principle of fairness. Equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college experience.<sup>1</sup>

## **Section 1: Summary of the institution's plan to improve cultural diversity.**

### Engagement Matters: Pathways to Completion

The Board of Trustees approved AACC's strategic plan, Engagement Matters: Pathways to Completion for FY 2017-2020. Permeating every goal to the new strategic plan is a commitment to equity, diversity and inclusion. We are in year 2 of this strategic plan. The purpose of Engagement Matters is to increase completion by transforming the culture of the institution to ensure equity and diversity and that the college remains student ready

<sup>1</sup> Achieving the Dream adoption of equity definition. Retrieved from <http://achievingthedream.org/four-areas/equity>.

and committed to academic excellence. There are three goals that reflect the student journey and those, in turn, have specific objectives, all of which are measurable through key performance indicators (KPI's):

Goal 1: Engagement & Entry—Increase connection and enrollment of all students through a college-wide emphasis on equity, student success and academic excellence.

Goal 2: Progress—Increase progress of all students through a college-wide emphasis on equity, student success, and academic excellence.

Goal 3: Completion—Increase completion of all students through a college-wide emphasis on equity, student success and academic excellence.

Faculty expertise and the classroom experience are paramount to understanding and successfully addressing equity gaps. As a result, the Division of Learning recently completed the AY2018 Comprehensive Program Review process, which is intended to address the needs of specific programs, as well as identify barriers to student success. We also take this opportunity to celebrate (potentially scale up) what we're doing right. In that vein, several departments (Homeland Security & Criminal Justice Institute, Nursing, and Engineering) have implemented practices that seem to be having a positive effect on diversity and equity. These include maintaining a presences and targeted recruitment in high schools with larger minority populations, intrusive faculty advising, the Aspiring Leaders Mentoring program, and interdisciplinary teaching.<sup>2</sup>

The AY2016-2017 program review cycle also yielded important insights for institutional change. Several departments reported that their award numbers were artificially low because students who had completed the program requirements had not applied for graduation. The graduation fee was cited as one reason for this. As a result, the college has since eliminated this barrier to graduation.

Program review discussions also revealed that program faculty needed a better way to track their students' progress through their programs. To this end, the Office of Planning, Research, and Institutional Assessment began working on a tool that will list students who meet various program criteria, as well as their contact information.

### *Institutional Barriers Identified*

The enrollments and completions of stackable certificates seems to be low given the data for the paired degree programs. Since all of the coursework required for the certificate is also required for the degree, all students in the degree program should either be enrolled in or have already completed the certificate. Of the programs reviewed this

<sup>2</sup> Comprehensive Program Review Annual Summary Report (AY2018) Retrieved from Comprehensive Program Review Annual Summary Report 2018 FINAL

year that offer a stackable certificate and degree, about 46% of students enrolled in the degree were also enrolled in the certificate. This leads us to believe that the institution is not awarding certificates (and possibly degrees) that have been earned. This is a disservice to both the student, in terms of credentials, as well as the institution, in terms of awards and completion rates.

Recommendations:

- Students who enroll in a degree program that also offers a stackable certificate should be automatically enrolled in the paired certificate.
- Degrees and certificates should be automatically awarded when earned.

Institutional policies may be unnecessarily preventing students from earning certificates. Program review discussions revealed that students who have completed credits at other institutions are being prevented from earning certificates for which they have completed all required coursework because they do not meet the 50% native credit requirement. A similar barrier was identified in an institutional policy requiring students to earn 12 new credits before being eligible to be awarded an additional certificate.

Recommendations:

- The Academic Standards Committee is aware of and currently examining options to remove the obstacle being created by the 12 new credit requirement; we support this requirement being revised.
- We recommend that the Academic Standards Committee also be charged with reviewing the 50% native credit requirement in light of our mission and changing student population.

### *Data Needs Identified*

Echoing the insights derived from the AY2016-2017 program reviews, program faculty still require a better way to track students' progress through their programs. Such information will allow for better enrollment management, as well as more intrusive advising. A related issue exists in identifying and properly advising students who have declared or wish to enter programs with selective admissions, as well as students who are not yet taking program courses.

Recommendations:

- Follow up with PRIA on development of student tracking tool
- Observe how new Fields of Interest programs affect this issue
- Use the Data Integrity Group (DIG) to address issues with program codes in a way that works for all stakeholders (students, program faculty, advising, PRIA, records, etc.)

### *Innovative Practices Identified*

The Nursing Department paired an online section with a face-to-face section to add flexibility for students. Online learners can attend lectures for additional instructional

support. Face-to-face students have added flexibility in being able to miss a class meeting and make up the module online. This model adds flexibility and increased support for students but does not increase costs. Tight coordination is required between the paired sections.

Several departments (Homeland Security & Criminal Justice Institute, Nursing, and Engineering) have implemented practices that seem to be having a positive effect on equity. These include maintaining a presence and targeted recruitment in high schools with larger minority populations, intrusive faculty advising, the Aspiring Leaders Mentoring program, and interdisciplinary teaching.

Recommendations:

- We recommend that these findings be shared with the Chief Diversity Officer so she is aware of programs that are finding success with achieving diversity, equity, and inclusion.
- The Division of Learning should continue to identify and scale up, as appropriate, practices, programs, and initiatives that show promise in attaining more equitable student outcomes.

## **Section 2: Description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty.**

### Students

AACC serves approximately 46,000 students who will enroll in more than 2,800 courses, both credit and noncredit, in more than 100 areas of study. The college also offers extensive lifelong learning opportunities and noncredit continuing professional education courses to a diverse population seeking career training or retraining, working to boost basic skills, or pursuing new areas of interest. The college is increasingly diverse, with more than one third of credit students identifying themselves as members of a minority ethnicity. By gender, females make up 60 percent of the student population and 43 percent of the credit student population. The majority of AACC's student population attends part time, comprising 71.9 percent of enrolled credit students. Consistent with the national trend, the college's enrollment has been challenged as it continues to follow the inverse relationship with employment and improvements in the economy. The college has experienced enrollment declines since FY 2011, resulting in an FTE decrease of 25 percent with the FY 2018 budget. One driver of enrollment is the county unemployment rate, and as the county unemployment rate continues to decrease, so have college enrollments, with the largest declines in the 40–49 age group.

Goal: Develop and implement strategies that will establish directed, intentional and focused attention on enrollment through the Systemic Enrollment Management Matrix (SEM<sup>2</sup>) charts the enrollment planning process with the objective to identify, devise, and implement a plan that results in an increase in the number of traditional, non-traditional and intergenerational age students who apply and enroll at AACC.

The following outlines the activities and outcomes of our SEM<sup>2</sup> efforts:

1. Zip Code Analysis Project - Beginning in July we created a report summarizing our 2017FA applications and new enrollments by zip code areas. We updated the zip code summary tables on a monthly basis with the final report completed in October. This simple zip code analysis allowed us to identify those communities where interest was significant based on applications and where there was potential for additional enrollments based on the number of applications remaining to be converted. Using this analysis we implemented a number of communication initiatives to promote registration and enrollment.
2. Targeted Phone Calls – Based on the zip code analysis we concentrated our follow up telephone calls to applicants who had not enrolled from the Glen Burnie and Pasadena communities. These two communities have the largest numbers of applicants in Anne Arundel County. These phone calls were made during the 3<sup>rd</sup> week of August. 466 calls were completed during the first week.
3. Supplemental Fall Credit Schedule Mailing – Credit schedule booklets were mailed to Anne Arundel County applicants who had not applied by end of July. There were 2,146 records on the supplemental mailing list for the fall credit class schedule. By September, 738 students who were on the mailing list had enrolled for a conversion rate of 34%.
4. Late Start Class Email – In August an email promoting the 13-week and second 8-week classes to 775 applicants who had not enrolled from the high value communities of Annapolis, Odenton, Pasadena and Severn were sent.
5. Second 8-Week Class Email – In October an email was sent promoting the second 8-week courses to 5,930 applicants for the 2017SP, 2017SU and 2017FA terms who have not enrolled. The email message included a link to a user friendly listing of all available 8-week classes beginning on October 23<sup>rd</sup>.
6. Review of Institutional Holds – Worked with Registrar and Student Conduct to identify all of the various institutional holds that could be on a student account that prohibit registration. IT assisted in developing new reporting queries and routines to expedite the review and resolution of institutional holds to allow a student to enroll.
7. Glen Burnie Conversation Email – In September an email was sent promoting the GBTC Town Hall Conversation to 1,360 applicants from the Glen Burnie community who had applied from 2016FA through 2017FA.

8. Glen Burnie Town Hall Conversation – On September 19<sup>th</sup> assisted at the GBTC event to answer questions regarding program offerings and the enrollment process.
9. Winter Term Email – Sent an email message to all applicants for 2017FA, 2018WI and 2018SP to promote the two-week winter term. Tracking metrics are as follows: Sent: 10253; Received: 10135; Bounced: 118; Unique Opens: 3637; Unique Clicks: 233; Unsubscribed: 40
10. Supplemental Spring Credit Schedule Mailing – The spring credit schedule booklets were mailed to all 2018SP applicants in who did not enroll by the end of November. Schedules were also mailed to any new applicants who did not enroll by a target date. The mailings were first class mailing with a personalized letter sent with the schedule booklet in an envelope to distinguish the package from other holiday mail. The targeted group, contained 647 records for 2018SP applicants from Anne Arundel County (559), Prince George’s County (68) and Queen Anne’s County (20).
11. Out of County Supplemental Spring Credit Schedule Mailing – Based on our zip code analysis we identified a large groups of applicants from adjacent counties, primarily Prince George’s and Queen Anne’s. As part of the supplemental mailing we plan sent a spring credit schedule together with a personalized welcome letter to applicants in these two counties to promote spring registration.

#### Administrative Staff and Faculty

As required by applicable regulations, Anne Arundel Community College has established placement goals where the actual representation of women or minorities in a job group is less than would be reasonably expected based on calculated availability.

In establishing placement goals, we applied the following principles:

- When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected, given their availability percentage in that job group, the College established a percentage annual placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.
- Placement goals are not quotas that must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups.
- In all employment decisions, the College makes selections in a nondiscriminatory manner. Placement goals do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of that individual's sex, gender identity, sexual orientation, race, color, religious creed, national origin, physical or mental disability, protected veteran status, or other characteristic protected by law.
- Placement goals do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results.



- Placement goals are not used to supersede merit selection principles, nor do these placement goals require the College to hire a person who lacks qualifications to perform the job successfully or hire a less qualified person in preference to a more qualified one.

As a critical component for attracting a diverse applicant pool for faculty and staff positions, the office of Human Resources (HR) in conjunction with the Chief Diversity Officer actively develops outreach efforts by advertising in various national publications and journals for professional associations that are aimed at diverse populations.

Goal:

Develop and implement strategies that establish a workforce that better reflects the wealth of diversity and inclusion in our county and among our administrative staff and faculty.

Evaluation: Year to year comparisons support the efforts for diversity and inclusion within our ranks. Progress toward this goal will be evidenced by an increase in the percentage of employees in underrepresented racial/ethnic groups.

Detail Data Analysis:

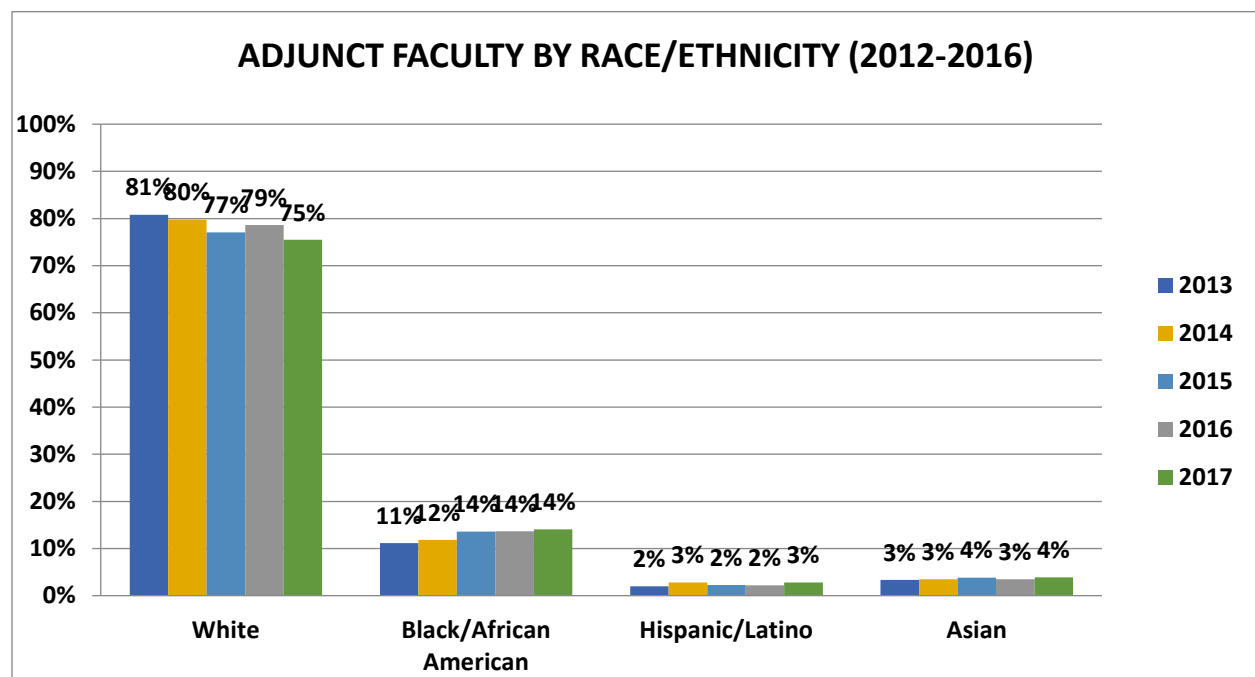
Anne Arundel County Maryland has a population of 573,235 according to available census data<sup>3</sup>. Of this population 71.8% are white, 6.0% Hispanic, 15.5% African American, 3.5% Asian, 2.8% two or more and 0.4% identify as other.

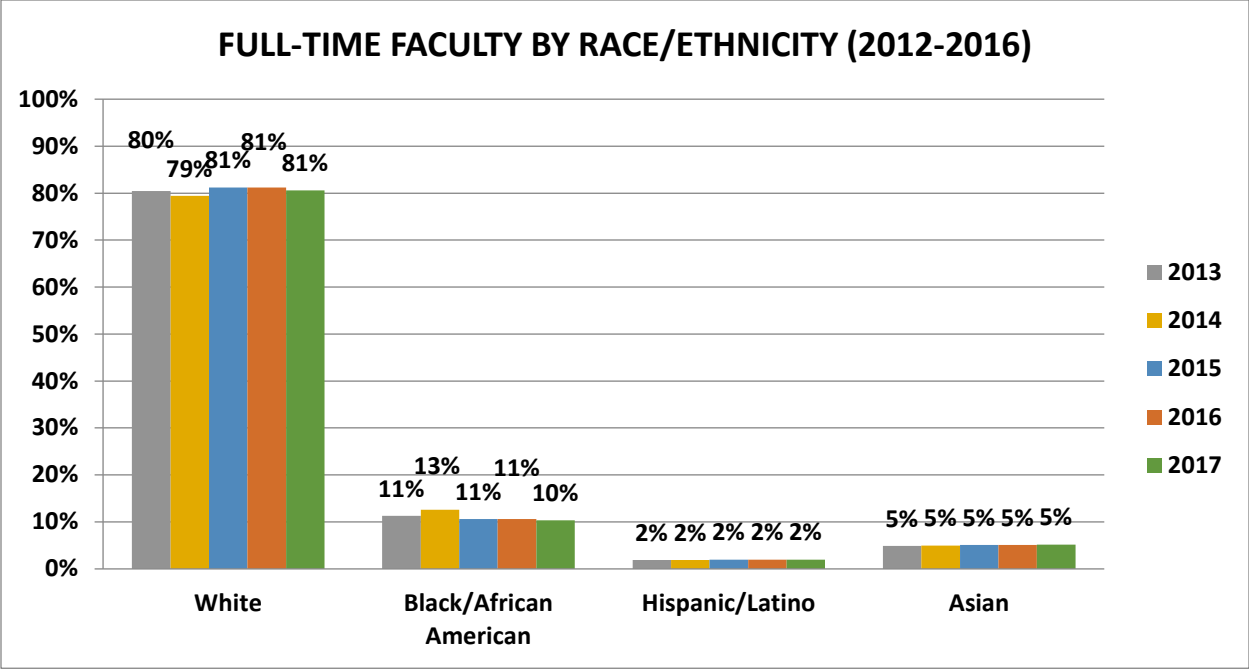
As the table below shows, AACC has been successful in moving the needle toward parity with the demographic makeup of Anne Arundel County in overall employment. Indicated in the graphs below, show a year to year comparison of our recruitment and retention efforts in the faculty ranks and administrative staff positions. The College has been successful with recruitment and retention of faculty and the data reflects an almost mirror image of county representation to College representation.

<sup>3</sup>U.S. Department of Commerce, July 2, 2017, Quick Facts Anne Arundel County, MD, United States Census Bureau, <https://www.census.gov/quickfacts/fact/table/annearundelcountymaryland/PST045217>.

<b>TOTAL WORKFORCE BY RACE/ETHNICITY (2013-2017)</b>										
	2013		2014		2015		2016		2017	
	#	%	#	%	#	%	#	%	#	%
White	1,653	80%	1,554	80%	1,544	80%	1,523	79%	1,435	77%
Black/African American	249	12%	240	12%	254	13%	264	14%	259	14%
Hispanic/Latino	45	2%	48	2%	46	2%	42	2%	46	2%
Asian	65	3%	58	3%	65	3%	67	3%	66	4%
American Indian	6	<1%	5	<1%	5	<1%	5	<1%	<5	<1%
Native Hawaiian	<5	<1%	<5	<1%	<5	<1%	<5	<1%	<5	<1%
Multi-Race	15	1%	16	1%	0	0%	0	0%	0	0%
Unreported	21	1%	19	1%	24	1%	33	2%	41	2%
Non-Resident Alien	0	0%	<5	<1%	0	0%	<5	<1%	<6	<1%
Other	42	2%	40	2%	29	1%	38	2%	41	2%
<b>Total</b>	<b>2,056</b>	<b>100%</b>	<b>1,945</b>	<b>100%</b>	<b>1,939</b>	<b>100%</b>	<b>1,938</b>	<b>100%</b>	<b>1,857</b>	<b>100%</b>

\*Other: American Indian, Native Hawaiian, Multi-race, Unreported, Non-Resident Alien





**Related Activity:**

The Diversity Faculty Fellows Program was established to increase the racial and ethnic diversity of our faculty and to promote community college career opportunities as desirable options for members of underrepresented and minority groups. Eligibility is open to new or recently hired adjuncts that have earned either a Masters or PhD, and possess 0-3 years of full-time teaching experience.

The objectives of the Diversity Faculty Fellows program are to:

- Establish a national presence for, and create a pipeline to attract and retain highly qualified faculty from underrepresented populations;
- Promote AACC as an accessible and desirable environment where members of minority groups can establish and maintain careers:
- Provide diverse role models for the benefit of all AACC students:
- Enhance the ethnic, racial, social and intellectual diversity that the college seeks to promote.
- In addition to receiving one-on-one coaching and mentoring from experience faculty, fellows will attend a professional development conference, and hold the distinction of being named an AACC Faculty Diversity Fellow – whether they choose to continue to work at AACC or another institution.

Our data also indicates, in the chart below, additional opportunities in recruitment and retention for people of color at the administrative staff level.

Administration	2013		2014		2015		2016		2017	
	#	%	#	%	#	%	#	%	#	%
White	53	88%	54	86%	56	86%	57	85%	55	83%
Black/African American	6	10%	7	11%	7	11%	8	12%	8	12%
Hispanic/Latino	0	0%	0	0%	0	0%	0	0%	1	2%
Asian	1	2%	2	3%	2	3%	2	3%	2	3%
American Indian	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian	0	0%	0	0%	0	0%	0	0%	0	0%
Multirace	0	0%	0	0%	0	0%	0	0%	0	0%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
Non-Resident Alien	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>60</b>	<b>100%</b>	<b>63</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>67</b>	<b>100%</b>	<b>66</b>	<b>100%</b>

Related Activity:

The search and hire process at the college is currently undergoing root cause analysis. The search manual will be overhauled and the search process will include new training and outcome measures for the next recruitment year.

**Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.**

The President, Vice Presidents and Chief Diversity Officer (CDO) provide leadership and strategic direction in creating and nurturing a college climate that is welcoming, inclusive and respectful. The CDO spearheads many efforts and develops collaborations with internal and external partners to create positive interactions and cultural awareness among students, staff and faculty on campus.

The college celebrates cultural heritage and diversity awareness with a number of activities and professional development throughout the year, contained is a partial list for AY2017:

Co-Curricular Programing for Students

The 30<sup>th</sup> Annual Dr. Martin Luther King, Jr Community Breakfast, Wheelchair Obstacle Course presented by Students Out to Destroy Assumptions (SODA), Coming Out Week, Gay Straight Alliance (GSA), American Sign Language (ASL), Maryland College Application Campaign, Anne Arundel County Partnerships for Children, Youth and Family, Annual Discover Your Inner-Awesome Superpowers Superhero Camp, Student Success (ACA 100) is a one credit course open to new and returning college students. Awarded \$1000 scholarship to architectural design student for the beautification concept design of the Dr. King memorial on campus and held a commemoration of 50th Anniversary of the

assassination of Dr. Martin Luther King, Jr. Student Achievement and Success Program (SASP) and AACC Military and Veterans Resource Center. Hispanic Youth Symposium, Irish American Heritage Month, Immigration Awareness Month, Black History Month, Social Justice Week, and Social Justice/Citizen Lecture Series, Social Justice Collaborative, The Black Male Initiative (BMI) and the Annual BMI Summit Race Card project, Muslim Oral History Project, Women's History Month, and Women's Institute Film Series. Remove the barriers of access and transportation by offering AACC courses in select high schools.

#### Faculty and Staff Cultural Training Programs

Rise Above Hate Vigil in liaison with community organizations, this vigil was held in response to the events in Charlottesville, VA. AACC Rainbow Network (ARN)  
The AACC Rainbow Network (ARN) is a community of administrators, faculty and staff who advocate actively for LGBT equity and oppose homophobia on campus. Diversity Institute presented by the Curriculum Transformation Project, American Association of Collegiate Registrars and Admission Officers (AACRAO) Access and Equity Program, Intergroup Dialogue, Race in the Workplace Summit (annually), Microaggression Survey Results Town Hall, and The Dreamkeeper's an African American literature book club.

#### Curricular Initiatives That Promote Cultural Diversity in the Classroom

Model Courses were developed to promote inclusive and successful learning environment for all students.

Professional Development for Faculty/Staff focusing on Diversity

Whiteness, Hegemony & Invisibility workshops

Ouch! That Stereotype Hurts!

#### **Section 4: A statement regarding the campus process for the reporting of hate-based crimes consistent with federal requirements.**

Anne Arundel Community College is a microcosm of the world. To that end we were not untouched by negative discord in the environment. In 2017 a Bias Incident Response Team (BIRT) was convened to address on campus hate bias crimes or incidents. The team is comprised of a Public Safety Officer, Chief Diversity and a Student Conduct representative. The guiding principles of BIRT is to coordinate a response, provide support to impacted community members and ensure transparency with the campus community in

case of a hate/bias crime or incident. We recognize that in order to build trust and mutual respect, it is essential to establish a partnership with the community that we serve.

There were three reports of a biased incident in 2017. Using established campus protocol, the event was, investigated, and assessed for need of campus communication, education or student judicial contact. In both incidents, the perpetrator(s) was/were unknown and no further administrative action was warranted. We have multiple points of contact (phone, office visit, web link) and connection for anyone that wishes to report any bias or hate incident on campus. Located at the bottom of every page on our aacc.edu web presence is a link to” [Report An Incident](#)”. This link is available through the web site via desktop, iPad or smart phone. AACC social media is monitored 24 hours a day, by the Public Relations and Marketing department (PRM) for inappropriate content or problematic messaging. Anyone experiencing or finding an issue on campus is encouraged to call or stop by the Public Safety Office (410-777-2440), Student Conduct Office (410-777-1339) or the IDEAL Office (410-777-1472) to report any crimes or concerns.

**Carroll Community College  
Cultural Diversity Annual Report  
September 1, 2018**

Fiscal Year 2018 showed an increased interest in diversity initiatives at Carroll Community College, as the committee charged with this work explored new approaches for planning and implementing curricular, co-curricular, and professional development events and activities to supplement and enhance existing initiatives. Numerous campus-wide initiatives related to diversity, inclusion and expanding access launched during this time.

Details of both the Diversity and Inclusion Committee's work and other related efforts on campus are included in this report. Highlights include: expanded committee membership; a revised committee charge; a major update to the Diversity, Inclusion and Equity Action Plan; support of the revision of General Education goals and requirements, including courses with a diversity designation; and ongoing professional development offered to all employees, along with the launch of the Intercultural Teaching and Learning Fellows Program for faculty and Student Affairs staff.

**Section One: Summary of the institution's plan to improve cultural diversity**

***Goals***

In spring 2018, the college's Executive Team endorsed a revised Diversity, Inclusion and Equity Action Plan (Appendix II). Tasks listed in the Plan support priorities outlined in the college's Compass 2020 Strategic Plan, specifically those related to Student Achievement, Enrollment Development and Advancing (Employee) Excellence. Diversity- and inclusion-related data collection will be operationalized, enhancing the institution's data-driven decision making,

particularly with regard to further developing student supports and relevant interventions for students of color and students from low socioeconomic backgrounds.

The college's Board of Trustees also approved a revised college Mission Statement and goals in spring 2018. Diversity, inclusion and equity efforts are tied to the updated institutional goal to "foster campus and civic engagement and a sense of belonging, by providing a safe learning environment that models respect, acceptance, inclusion, and empathy towards diverse ways of thinking and being."

General Education goals and requirements were revised and approved by the college's Academic Council in June 2018 (Appendix III). Revised goals related to global citizenship and awareness, as well as personal and community wellness, will inform and support both curricular and co-curricular initiatives as they are fully implemented.

A revision to the charge of the Diversity and Inclusion Committee in Fall 2017 refined the group's focus and planning efforts. The updated charge states that the committee will:

- Serve as an advisory body, making recommendations to the College regarding the promotion of diversity and inclusion;
- Facilitate acceptance, inclusion, and empathy by promoting social justice and diverse ways of thinking and being in all college activities;
- Address issues related, but not limited to, race, ethnicity, culture, age, gender, sexual orientation, gender identity, ability, national origin, veteran status, socioeconomic class, religion, and professional status;
- Coordinate educational resources and opportunities that foster global and diversity awareness for students, faculty, staff, and the community.

### ***Areas of emphasis***

During FY2018, the college's main areas of emphasis related to cultural diversity were curricular redesign, diversity-related co-curricular activities, and enhanced professional development.



These efforts were, in part, guided by recommendations included in the college's FY2017 report, which noted the following as areas for improvement:

- Expanding the Diversity Committee as a working group, with specific charges related to student recruitment and achievement, curriculum review and professional development.
- Reviewing and updating the Diversity/World View Plan, implementing current best practices and goals related to current campus and community needs.
- Offering more robust faculty and staff development sessions, on a variety of topics related to working in an increasingly global and interconnected world.

Progress on each of these recommendations is included in this report.

### ***Strategies for implementation***

The Diversity and Inclusion Committee is a recommending body to the President and Executive Team as well as a working committee. The group is further supported by the Associate Vice President of Curriculum and Assessment, who serves as a direct liaison to the Executive Team.

Execution of the Cultural Diversity plan has historically been driven by this volunteer committee comprised of interested faculty, staff and students. Committee membership expanded in FY2018 to ensure representation across academic disciplines as well as from key functional units and committees on campus, such as Student Life, Human Resources, and Marketing, and the General Education and Instructional Quality committees. As a result of the committee's broad representation, members' daily work can seamlessly support initiatives related to diversity and inclusion. Student membership and participation in the group's work also increased over the past year. In June 2017, a faculty Coordinator of Diversity Initiatives was appointed. This .2 FTE position chairs the Diversity and Inclusion Committee, guiding the implementation of the college's plan for cultural diversity among faculty in coordination with the Director of Student Life, who co-chairs the committee. Moreover, during FY2018, an ad hoc Steering Team was formed to revise the Diversity, Inclusion and Equity Action Plan. Leveraging strategic

membership and fostering connections, the committee is well-positioned to support and help guide existing and future initiatives such as those outlined in the Action Plan.

### ***Evaluation***

The college monitors racial and ethnic diversity of its students and employees, and the academic progress of its students by racial/ethnic groups, through the following regular reports:

- Annual Performance Accountability Report to the Maryland Higher Education Commission
- Minority Achievement Progress Report to the Maryland Higher Education Commission (every 3 years)
- Credit Student Enrollment Diversity Report (internal Institutional Research report)
- Student Satisfaction survey, including questions related to campus climate as it pertains to diversity (administered every two years)
- Employee Satisfaction survey, including questions related to campus climate as it pertains to diversity (administered every two years)

The Office of Planning, Marketing, and Assessment regularly provides relevant data to the Diversity and Inclusion Committee as well as campus governing bodies; data are used to evaluate success and identify areas for improvement.

### ***Achievements***

Groundwork was laid for many major projects in FY2018; most will launch in fall 2018. While not targeted specifically at students from historically underrepresented groups, these efforts are expected to have a significant impact on students of color and students from low socioeconomic backgrounds. Details are included here:

- A major curricular change, launching fall 2018, to implement accelerated coursework in both transitional English and Mathematics, reducing time students spend before entering credit-bearing courses.
- Also piloting in fall 2018 will be several courses offered on-site at county high schools. Locations were selected based not only on distance from the campus, but also on the

socioeconomic status of the student population and the historically limited number of students accessing dual enrollment coursework.

- Announced in May 2018, the Carroll Promise is a one-year scholarship put in place until the Maryland College Promise launches in fall 2019. The Carroll Promise is a last-dollar scholarship funded by the Carroll Community College Foundation and available to high school graduates meeting income and GPA requirements.

- The One Step Away program offers full tuition scholarships to near-completers with 45-plus accumulated credits.

- The placement process will be changed in spring 2019 to use high school GPA.

- Implementation of a comprehensive student retention system will enhance communication with students and facilitate identifying and supporting at-risk students.

Over the past year, the Diversity and Inclusion Committee focused on supporting these broader initiatives as well as planning campus events. When possible and appropriate, efforts included collaboration with key community and campus groups, including the Community Media Center, the local branch of the NAACP, and the campus café. This collaboration will continue and expand in the future.

Significant time was dedicated to professional development throughout the year. On-campus and local experts provided sessions for both the committee and for the campus at large. In order to meet demand, keep pace with evolving pedagogy, and leverage limited resources, the college will launch the Intercultural Teaching and Learning Fellows Program in fall 2018. The cohort-based program blends learning opportunities at local and regional conferences with on-campus sessions. The inaugural class consists of nine faculty and Student Affairs staff members.

### ***Areas for improvement/Ongoing opportunities***

In response to identified gaps, key initiatives have been undertaken by the Diversity and Inclusion Committee.

To ensure that those involved in this work have a nuanced understanding of issues around cultural diversity and equity, members of the Diversity and Inclusion Committee have committed to individually and collectively expanding their knowledge and understanding – and supporting the college community in doing the same. Professional development has been integrated as part of committee meetings and the group regularly reads and shares resources around best practices.

Furthermore, two faculty members secured internal funding during Summer 2018 to research and design learning activities using principles of experiential learning and intersectionality. The goal of this project is to provide evidence-based tools and best practices for committee members planning and overseeing activities related to cultural diversity.

Another summer-grant-funded project will focus on the design and collection of qualitative data about the experiences of students of color on campus. This data will be combined with quantitative data to inform institutional decision-making regarding supports and appropriate interventions for students.

Data on population trends (showing increases in the Hispanic population) is also being used by Continuing Education and Training to develop targeted outreach efforts.

## **Section Two: Efforts to increase numerical representation of traditionally underrepresented groups**

Carroll Community College remains committed to the enrollment and success of traditionally underrepresented student populations. The college prioritizes recruitment and hiring practices with the potential to increase the diversity of candidate pools.

### *Students*

As reported on the 2018 Performance Accountability Report (line 10c), in November 2017, 9.6% of the population in the service area was comprised of people of color. During Fall 2017, students of color made up 14.2% of credit enrollment (line 10a). During that same period, 15.2% of non-credit enrollment was comprised of students of color (line 10b).

The curricular and programming changes as well as financial supports listed above are expected to have a positive impact on numbers of students from diverse backgrounds gaining access to education. Additionally, targeted outreach, including FAFSA workshops, continues at the two high schools located in the areas of the county with the lowest socioeconomic indicators.

### *Administrative Staff and Faculty*

As reported on the 2018 Performance Accountability Report (line 11), the percent of full-time faculty of color closely mirrors the local population (9.5% and 9.6% respectively). The percent of minority full-time administration and professional staff (line 12) has declined each year since 2014 (from 9.6% in Fall 2014 to 7.1% in Fall 2017).

Recruiting for faculty and staff openings regularly occurs outside the county, with the Human Resources Office continuing to rely on nationwide channels and publications to broaden outreach. Additionally, Skype continues to be used frequently to accommodate distance candidates, allowing for a deeper pool of applicants to meet with search committees. Training has been expanded beyond search committee chairs to also include anyone interested in serving on a search committee. This additional training addresses implicit bias when interviewing.

**Section Three: Efforts to create positive interactions and cultural awareness among students, faculty and staff**

***Faculty/staff training***

The importance of ongoing professional development for faculty and staff, particularly with regard to cultural competence and intercultural teaching and learning, is well-documented; this was also identified as an area for improvement in the FY2017 annual report.

As previously noted, efforts have been made to ensure that key staff are involved with the Diversity and Inclusion Committee and also that committee members connect strategically with other committees that support this work. To this end, two staff members from Human Resources are Diversity and Inclusion Committee members; two other committee members are involved with the Instructional Quality professional development committee. These intentional connections have strengthened and articulated efforts.

Early in the year, Diversity and Inclusion Committee members identified a need for more training and education themselves; a variety of readings and a workshop helped to improve knowledge and skills throughout the year. The group committed to a summer reading selection and a related fall workshop is planned.

Professional development topics for the campus at large were selected based on faculty and staff requests via biannual surveys. Workshops were open to all faculty and staff. Sessions included: Theatre for Social Change, Understanding Gender, The Importance of Pronouns, online training regarding power and privilege, and a session on "Beyond Agree to Disagree," presented by the college's employee assistance program vendor.

Further opportunities targeted to faculty included an experiential learning activity tied to the campus' Essential Question, a common intellectual experience rooted in High Impact Practices. This year's question was, "When do you feel invisible?" and the activity asked each faculty members to adopt the perspective and identity of an underrepresented group as they moved around the campus for one week. The college's annual Faculty Summer Institute, hosted in late May, featured sessions presented by on-campus and local experts on the importance of reflection in teaching diverse students, and considerations for using pronouns in the classroom.

In reviewing the feedback on professional development sessions throughout the year, it was discovered that evaluations were not consistently distributed for sessions; feedback on their success is mostly anecdotal. For the coming year, an effort will be made to formally collect feedback on all sessions offered to help guide future planning.

Throughout the year, information about relevant local conferences and other professional development opportunities was shared with faculty and staff; there was limited participation. In order to incentivize and formalize these off-campus learning opportunities, in fall 2018 the college will launch the Intercultural Teaching and Learning Fellows Program. The inaugural class is comprised of five faculty members and four Student Affairs staff. The cohort will attend five different local conferences during the academic year and will meet between each to debrief and share potential applications to their work.

### ***Curricular initiatives***

Students in programs across all departments complete assignments and activities related to diversity and cross-cultural understanding as it applies to their field of study: cultural assessments and related debriefs for nursing students; viewing popular programming through the lens of race, class, sexuality in a media/television course; exploring business practices across the

globe in business classes; and employer responsibilities related to accommodating employees with disabilities in management classes.

In addition to discrete, in-class activities, the college maintains a graduation requirement related to Diversity/World View courses. This requirement satisfies transfer universities' requirements, but more importantly ensures that all students, regardless of their program of study, take at least one diversity-related course. During FY2018, a comprehensive review of all General Education outcomes and requirements was conducted; this included revising the criteria to be used for designating and subsequently evaluating student outcomes in Diversity/World View courses.

Revised criteria require that one of the following themes is a central focus of the course:

- Differences across nations and world cultures, especially those outside the Western intellectual tradition
- The study of one or more groups that has been historically marginalized on the basis of culture, race, ethnicity, gender, sexual orientation, class, disability, religion, age, immigration, or geopolitical power
- Justice-oriented movements or intellectual traditions that address diversity and systems of injustice

The next step will be to re-evaluate and reapprove all Diversity/World View courses and corresponding assessment activities.

Continuing Education and Training offers a variety of non-credit courses related to world affairs, languages and international cooking. These continue to be popular, particularly with seniors.

### ***Co-curricular programming***

The Office of Student Life partners with academic departments to promote activities tied to coursework. This year's diversity-related programming highlighted different facets of diversity during annual history/heritage months. Members of the committee planned multiple events each



month that introduced students, faculty, and staff to new perspectives, and enhanced classroom learning with curricular ties.

Months that were recognized by the committee included: Hispanic Heritage Month, LGBTQ+ History Month, Black History Month, Women's History Month, Celebrate Diversity Month and Asian American Pacific Heritage Month. Highlights of programming included:

- During Black History Month, a panel of guest speakers featured in a local documentary about desegregation in Carroll County talked firsthand about their experiences. Education and Sociology classes and other members of the campus community were in attendance. The producer of the documentary and the local Community Media Center made the film available via YouTube; a pop-up theater ran it on a loop allowing more students, faculty, and staff to watch it at their convenience.

- For Asian Pacific American Heritage Month, the documentary "Rabbit in the Moon" was screened. The film features two sisters' experiences in an internment camp during World War II. The screening was open to the campus community, and several faculty members issued special invitations to their classes to participate. After the screening, attendees discussed how the documentary related to their course content and current events.

- For various months, the campus café's chef prepared lunch specials from various cultures. Some lunches also included related musical performances by student ensembles.

This year, the college's Disability Support Services Office recognized Disability Awareness Month. Building from activities related to the campus-wide Essential Question, Disability Support Services staff worked with students to gather and display testimonials, essays, poems, and other items to illuminate what it is like to have an invisible disability. This presentation garnered attention from many students, faculty, and staff who appreciated the perspectives of the students who were brave enough to share their stories. Next year, the Diversity and Inclusion Committee will work with Disability Support Services to program together for the month.

Other key accomplishments included the bi-annual Poverty Simulation event, where over 70 students gained insight into the experience of living below the poverty line while juggling jobs,

families, bills, and other life situations. College-wide service and service-learning projects help support the local homeless shelter; 30 students participated in five days of service projects with local community organizations during the Alternative Spring Break.

Clubs provide an important way for students to connect and develop around specific interests. Diversity and Inclusion Committee membership and planning included the Gay-Straight Alliance and the German and African Culture Clubs.

The Office of Student Life continued their support of students, faculty and staff in need by strengthening their resources for the campus food pantry, the Carroll Food Locker. Through a partnership with the Maryland Food Bank, 1,500 pounds of food are provided each month to clients. Drives to supply hygiene products, holiday meals and gifts were also held.

### **Conclusion**

Carroll Community College has re-energized efforts in culturally diverse teaching, campus programming, and professional development. As detailed in this report, these efforts include broader representation on the Diversity and Inclusion Committee; redesign of curriculum to promote equity; and training and events for faculty, staff, and students that recognize and support diversity. As expertise and relationships mature within and beyond the campus community, additional opportunities for students, faculty and staff to expand activities related to cultural diversity will no doubt emerge. Further, increased access and equity are integral to the initiatives outlined in this report, placing the college in a position to better reach and serve all members of the local community. Strong administrative support and ongoing professional development will ensure these efforts are successful.

## Appendix I

### Statement on the campus process for reporting of hate-based crimes

Visitors and guests of Carroll Community College, including students, employees and others who enter the campus, are encouraged to contact Campus Police at 410-386-8123, or internally at 8123. Carroll's Campus Police will respond to any report of a crime, including hate-bias incidents, and will fully investigate and report on the allegations and investigation. If a crime is associated with a hate-bias incident, such as a destruction of property, the crime will also be reported in the college's Annual Security Report (Clery Report). Campus Police take every opportunity to instruct students and employees how and when to use 8123, and ensure that the number is posted in every classroom, lab and office.

Campus security authorities (CSAs) must disclose statistics for offenses that occur on campus, in or on non-campus buildings or property owned or controlled by our college, and public property within or immediately adjacent to our campus and related to the following three categories:

1. Murder/non-negligent manslaughter, negligent manslaughter, sex offenses (rape, fondling, incest, statutory rape), robbery, aggravated assault, burglary, motor vehicle theft, arson, domestic violence, dating violence, and stalking.
2. Any bias-related (hate) crimes related to the above listed crimes but also including larceny-theft, simple assault, intimidation, or destruction of property/vandalism.  
*\*Hate Crime is defined as a crime that manifests evidence that the perpetrator intentionally selected the victim because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability.*
3. Any arrests or referrals for weapons violations, drug violations or alcohol violations.

Employees in these current functions are notified by the Campus Police that they are federally mandated to report crimes and are provided with Report Forms with instructions for documentation. CSAs are also instructed as to why a student may be more inclined to report crime to them and the specific crimes they are required to report.

During FY2018, there were no reported hate-based crimes at Carroll Community College.

## Appendix II

### *Carroll Community College Diversity, Inclusion and Equity Action Plan Fiscal Years 2019-2021*

#### **College Strategic Priority One: Student Achievement**

Continuously enhance instructional program quality and effectiveness to increase student achievement, retention and program completion.

*Goal: Provide learning experiences that allow students to develop cultural competence, diversity awareness, and understanding of interdependent, global systems.*

*Goal: Meet benchmarks in retention, graduation, and transfer rates for students of all racial, ethnic, and socio-economic groups.*

<b>Action</b>	<b>Partners</b>	<b>Measure</b>	<b>Timeline</b>
Create a model for designing and integrating activities into courses based on experiential learning theory, best practices of universal course design and High Impact Practices	Faculty Coordinator for Diversity Initiatives; Director of Student Life; Diversity Committee members; interdisciplinary faculty team (to be determined)	Model created by interdisciplinary faculty team	August 2018
Implement above model into select courses and co-curricular event planning during AY2018-19; provide faculty development sessions to support implementation	Faculty Coordinator for Diversity Initiatives; Director of Student Life; Diversity Committee members; interdisciplinary faculty team (to be determined)	Model is implemented by at least 5 faculty members	June 2019

Establish schedules and procedures for annual review by Diversity and Inclusion Committee of enrollment, success and completion data for students by race, ethnicity, socioeconomic status and home high school	Faculty Coordinator for Diversity Initiatives; Associate Vice President of Curriculum and Assessment; Institutional Research	Schedule is created and reviews occur	June 2019
Explore and develop connections with CCPS to improve scaffolding of multicultural awareness experiences and activities	Members of CCPS ETM Council; Faculty Coordinator of Diversity Initiatives; Director of Student Life	A sequence of experiences at all levels is articulated and used to inform planning at CCC	June 2019
Provide curricular and co-curricular opportunities for students to increase understanding of self-identity, self-authorship, and cultural competence	Diversity Committee members; Director of Student Life; Institutional Research; Assistant Director, Data Analytics; faculty	Tools and benchmarks to be developed	June 2019
Support changes to developmental course sequence, General Education and graduation requirements as they relate to diversity and equity	Faculty Coordinator for Diversity Initiatives; General Education committee	Goals are implemented for 2019-2020 catalog	December 2019
Develop and pilot process for data review of course and program success rates by race, ethnicity, socioeconomic status and home high school	Faculty Coordinator for Diversity Initiatives; Associate Vice President of Curriculum and Assessment; Institutional Research	Process is developed and pilot review completed and goals for improvement are established	June 2020

Use data collected from above analysis to develop appropriate interventions	TBD	Appropriate interventions identified and pilot plans established	August 2020
Identify risk factors that impede retention and completion and devise appropriate outreach efforts	Dean of Students, Director of Advising, Institutional Research, Assistant Director for Data Analytics	Measures to be established	June 2019

**College Strategic Priority Two: Enrollment Development**

Respond to community and student needs through innovation and resourcefulness in instructional programming, course delivery and scheduling, student services and effective communications.

*Goal: Expand application, enrollment, and completion of historically underrepresented groups.*

<b>Action</b>	<b>Partners</b>	<b>Measure</b>	<b>Timeline</b>
Develop and implement a process for collection and review/analysis of data at all phases of the student lifespan, including application, placement, progress milestones, and completion, to determine at what point(s) students are least likely to persist	Director of Institutional Research, Assistant Director for Data Analytics, Dean of Students, Director of Advising, Senior Director for Enrollment Services	Data collection and review/analysis processes implemented	June 2019
Pilot scholarships for non-Pell-eligible, income-constrained students	Admissions, Senior Director of Enrollment Services, College Foundation, Scholarship Committee	First scholarship recipients identified	Scholarship recipients entering CCC in Fall 2018
Explore developing and implementing resources for targeted student populations (first generation, students of color,	Student Affairs Staff	Data is analyzed to determine target groups; research into various supports and	June 2019

veterans - populations TBD based on data)		programs is completed	
Continue to strengthen and support the partnership between Adult Education programs and family literacy community partners.	Manager, Adult Education Programs	Increased enrollment	June 2020
Continue to strengthen Lifelong Learning worldview programs and marketing efforts, intentionally educating the community on the importance of a diversity in our society. Targeted classes include: Languages, International cooking, History/World View Classes, Special classes that support the Spring Break Trips, and Summer Camps for children.	Director, Lifelong Learning; faculty; Diversity Committee	Increased enrollment	June 2020

**College Strategic Priority Four: Advancing Excellence**

Invest in the college’s employees, technology and decision support systems to further the college’s excellence.

*Goal: Recommend best practices for diversity- and equity-related data collection and analysis.*

*Goal: Coordinate educational resources and opportunities that foster global and diversity awareness for faculty and staff.*

<b>Action</b>	<b>Partners</b>	<b>Measure</b>	<b>Timeline</b>
Review data collected and revise questions vis a vis equity with regard to admissions to selective programs and campus climate student survey	Institutional Research; Diversity and Inclusion Committee	Additional data is collected, analyzed and appropriate next steps are identified	January 2019 - for implementation with spring 2019 data collection
Review data collected and revise questions vis a vis equity with regard to hiring and campus climate faculty/staff survey	Institutional Research; Diversity and Inclusion Committee	Additional data is collected, analyzed and appropriate next steps are identified	January 2019 - for implementation with spring 2019 data collection
Develop ongoing, sequenced faculty development supporting culturally relevant teaching,	Faculty Coordinator of Diversity Initiatives with IQ Committee; Faculty	Sequence is developed and 8 faculty/staff	August 2018- June 2019

including understanding identity needs and differentiated learning needs		members complete pilot	
Develop ongoing, sequenced professional development for staff integrating skill development related to cultural competence and engaging in productive conflict	Director of Human Resources; Diversity Committee	Sequence is developed and 10% of professional staff complete sequence	April 2019 - for implementation July 2019
Continue to apply equity best practices to revision of processes in Human Resources (including search committee training, recruiting and onboarding)	Director of Human Resources	Policies reflect equity considerations	Ongoing



## Appendix III

### **GENERAL EDUCATION OVERVIEW AND LEARNING GOALS**

*Approved by Academic Council June 2018*

*To be published in 2019-2020 Academic Catalog*

#### **Overview**

At Carroll Community College, the goal of the General Education Program is to provide all students with skills and knowledge necessary to be informed, productive citizens in a diverse and changing world. Each course in the program requires students to integrate skills and knowledge gained from academic and life experiences in a *signature assignment*.

#### **General Education Goals**

Through the General Education Program at Carroll Community College, students will:

1. Communicate ideas in written, oral, and other modes as appropriate to a situation and audience.
2. Apply quantitative and scientific reasoning skills relevant to a field of study.
3. Employ various thinking strategies to develop well-reasoned judgments.
4. Evaluate sources of information for accuracy, relevance, and reliability.
5. Use technology tools to manage, integrate, and evaluate digital information.
6. Explore issues through creative, interdisciplinary, and innovative approaches.
7. Cultivate intellectual and ethical practices that promote the wellness of self, community, and environment.
8. Identify their roles as global citizens in a multicultural country and world.



**Annual Progress Report  
Completed June, 2018  
for  
Cultural Diversity Plan, FY18 - FY20**

## CECIL COLLEGE

### VISION

Cecil College, a dynamic and dedicated center of learning that transforms lives and strengthens our community.

### MISSION

Cecil College is an inclusive, open-access college committed to academic excellence and service to the greater region. 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. Further, Cecil College fosters intellectual, professional, and personal development through lifelong learning opportunities, the arts, and community engagement.

### VALUES

Cecil College takes *pride* in honoring our institutional values.

*Collaboration:* We foster a cooperative environment that is collegial, seeks consensus, and builds on the strength of each individual within the College and the community.

*Compassion:* We show care and concern for our students, our community, and each other.

*Diversity:* We embrace diversity, honor shared governance, and foster inclusiveness.

*Excellence:* We seek excellence in all facets of our academic enterprise and operations as we serve the College and community.

*Innovation:* We boldly pursue the most innovative learning environment for our students and community.

*Integrity:* We demonstrate honesty and respect at all times and act ethically in all matters.

*Stewardship:* We honor public trust by being principled stewards of the human, fiscal, and physical resources of the institution.

### STRATEGIC PLAN

Strategic Priority One: Drive *academic achievement*

Strategic Priority Two: Foster a *dynamic learning environment*

Strategic Priority Three: Expand and deepen *community alliances*

Strategic Priority Four: Stimulate *resource development* to prompt student success

### 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.

## **OVERVIEW OF CULTURAL DIVERSITY PLAN**

The Cultural Diversity Plan (CDP) is designed to promote and support cultural diversity at Cecil College. The CDP is aligned to the College's Strategic Plan and written in support of the College's vision, mission and core values. A committee comprised of representatives from every division at the College develops all actions and goals identified in the plan on a three-year cycle. The actions and goals are based on an analysis of the College's demographic profile as well as the demographic profile for Cecil County. The profiles are updated every three years when a new plan is created. The plan is shared with members of the College's Multicultural Student Services Advisory Board (MSSAB) and the Board of Trustees (BOT) who review and give input to the plan.

College staff implement and assess the effectiveness of the CDP biannually during the planning cycle and complete an annual progress report in May of each year. The progress report is reviewed by the MSSAB and BOT prior to submission to the Maryland Higher Education Commission (MHEC) in September.

**STATUTORY PROVISION §11-406 OF THE EDUCATION ARTICLE**  
**Alignment with the Cecil College CDC**

**Introduction**

The plan includes strategic objectives that are responsive to the needs of the College's student population and the surrounding community. Since 2012, the plans have been 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.

**Summary of Alignment by Criteria**

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

The annual progress report outlines clear objectives, specific actions, and progress-to-goal under each strategic objective. It is noted when progress has been achieved and when continued improvement is needed. Progress is reviewed and evaluated by members of the CDP committee, the MSSAB, and the BOT.

*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
- Strategic Objective 4: Cultural Diversity in Employment and Professional Development

*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
- Strategic Objective 3: Inclusiveness and Critical Thinking in the Curriculum

*4. If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2 and 3.*

It is 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."

5. *A statement regarding the campus process for the reporting of hate-based crimes consistent with federal requirements.*

The College publishes a process for reporting hate-based crimes in the College Catalog. The process for reporting crimes and campus infractions are included in the College's Student Code of Conduct as well as the section entitled, "Student Rights and Responsibilities." This information is reviewed at new student orientation and is published on the college website. Additionally, Cecil's Office of Public Safety publishes and posts an annual report that includes the number of hate crimes occurring at each of the three campus locations.

### **Annual Progress Report**

Data on enrollment, retention, and completion as well as goals and objectives are updated every three years. Benchmark data is included in year one and outcomes are reported in year three. Data is not included in the year two progress report. The chart that follows is an update on programs, events, and initiatives implemented in academic year 2017-2018 designed to support the plan.

<b>Targeted Actions</b>	<b>Targeted Outcomes &amp; Dates</b>	<b>Person(s) or Office Responsible</b>	<b>Reporting Progress &amp; Dates</b>
1.1: Increase the number of minority students who enroll.	Increase the enrollment of students of color by 3.0% annually in FY18 & FY19. <ul style="list-style-type: none"> <li>• Increase outreach efforts at area churches, fraternities, sororities.</li> <li>• Broaden focus of recruitment to target a wider range of racial and ethnic groups.</li> <li>• Increase the enrollment of adult learners by 3% through targeted outreach events for students 25 or older.</li> </ul>	<b>L. Hoxter</b> C. Mishoe M. Jerome	<ul style="list-style-type: none"> <li>• Provided campus tours and admissions info to 30 students for Upper Bay Counseling (8/7/17, 8/15/17)</li> <li>• Provided campus tours and admissions info to students who attend the High Road School of Cecil County (11/3/17, 1/10/18)</li> <li>• Hoxter and student ambassador, Ty Boyd, attended Providence UM Church Anniversary (11/3/17)</li> <li>• Multicultural Student Services &amp; Cecil County NAACP co-hosted Minority Scholarship Night (2/6/18)</li> <li>• 40<sup>th</sup> Annual Alpha Phi Alpha Fraternity- Iota Alpha Lambda Chapter's Scholarship Banquet attended by staff, students, alumni, and advisory board members (3/12/18)</li> <li>• Hoxter targeted adult learners at Union Bethel AME Church, Cecilton, MD – Women's Day Program (4/22/18)</li> <li>• Hoxter attended Tuesday monthly meetings at Wright's AME Church, Elkton, MD (2017-2018)</li> <li>• Boyd served as volunteer Math tutor at Pilgrim Baptist Church (2/18 to 4/18)</li> <li>• Hoxter and Boyd attended Pilgrim Baptist Church where Boyd was recognized for his outstanding volunteer services as a Math tutor (4/29/18)</li> </ul>
1.2: Increase the rate of enrollment of Cecil County High School minority graduates in CC	Increase minority enrollment at Cecil among recent CCPS grads by 3% from fall '17 – fall '18. <ul style="list-style-type: none"> <li>• Increase participation in Multicultural Recruitment Day by 15 and increase the number of applicants by 15.</li> <li>• Host a Multicultural Open House for CCPS students and parents from 5 high schools by spring 2018.</li> </ul>	<b>L. Hoxter</b> T. Swan C. Mishoe	<ul style="list-style-type: none"> <li>• T. Swan moderated an interactive "Voices of Experience" panel discussion segment with Cecil College students and alumni at the Multicultural Recruitment Day Program (4/2018)</li> <li>• Facilitated Multicultural Student Services Recruitment Day called "Highlight You" with 65 total student attendees: 23 seniors, 42 juniors; Three of the 5 high schools participated: 35 from EHS, 20 from NEHS, and 10 from BMHS (4/18/18)</li> </ul>

<p>1.3: Collaborate with Veteran Services to explore outreach activities at area providers for veteran services</p>	<p>Increase enrollment of veterans of color by 3 students in FY18 and FY19.</p> <ul style="list-style-type: none"> <li>• Deliver 1 program annually at the VA center.</li> <li>• Explore offering an annual program for VA students enrolled in Cont. Educ. Courses interested in transitioning to credit.</li> </ul>	<p><b>T. Grinnage</b> L. Hoxter</p>	<ul style="list-style-type: none"> <li>• Hoxter continued membership with the Maryland Tri-County Chapter of Federally Employed Women attending monthly meetings at the Aberdeen Proving Ground; Hoxter will attend the June 23, 2018 annual scholarship breakfast</li> </ul>
<p>1.4: 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 1.5% in FY17 &amp; FY18.</p> <ul style="list-style-type: none"> <li>• Visit high schools in DE &amp; PA using student ambassadors to recruit 2-4 students at each site. (Solanco, Penns Grove, Oxford)</li> <li>• Expand outreach targeting Hispanic students in Newark through participation in two additional programs annually (grow enrollment from 160 to 175 students).</li> <li>• Identify out-of-district students to implement four targeted social media messages to encourage enrollment.</li> </ul>	<p><b>M. Jerome</b> L. Hoxter T. Grinnage</p>	<ul style="list-style-type: none"> <li>• Held a Campus Tour Day for 59 Newark High School Students that are part of the AVID program (12/5/17)</li> <li>• Texted 143 prospective Out-of-County students to encourage fall 2017 registration</li> <li>• Texted 86 prospective students ages 26-40 for fall 2017 registration</li> <li>• Texted 24 applied and 112 inquired students from Delaware high schools to attend the New Castle County College Night and stop by the Cecil College</li> <li>• Texted 107 applied and 3 inquired Out-of-State students to encourage spring 2018 registration</li> </ul>
<p>1.5: Create formal referral structure for clients from key agencies in the county</p>	<ul style="list-style-type: none"> <li>• Collaborate with social service agencies to identify prospective students in FY18 &amp; FY19.</li> <li>• Explore programming at Parks &amp; Rec.</li> <li>• Enroll 5 referrals annually.</li> </ul>	<p><b>L. Hoxter</b> M. Jerome</p>	<ul style="list-style-type: none"> <li>• PROGRESS NOT MADE</li> </ul>
<p>1.6: Increase the promotion of financial aid options to minority populations as a recruitment &amp; retention tool</p>	<p>Increase the rate of minority students receiving fin. aid or scholarships by 1.5% in FY18 &amp; FY19</p> <ul style="list-style-type: none"> <li>• Secure scholarship funds to assist students with educational needs by contacting non-traditional resources (fraternities, sororities, veterans, community groups)</li> </ul>	<p><b>A. Solecki</b> T. Grinnage M. Washok M. Castillo M. Moore L. Hoxter</p>	<ul style="list-style-type: none"> <li>• Minority classified students increased from FY17 to FY18 by 0.4% by Spring 2018 semester; Summer 2018 may see additional increases</li> <li>• VA information sessions were held with little participation; Strategies adjustments are being discussed for FY19</li> <li>• Collaboration with MSS for scholarship application during recruitment events will continue, and participation in the</li> </ul>



			<p>FEW group may open up new channels for scholarship opportunities</p> <ul style="list-style-type: none"> <li>• Co-hosted annual Minority Scholarship Night Program with NAACP and included Alpha Phi Alpha Fraternity to participate and to secure a full scholarship for a minority male attending Cecil College</li> <li>• Hoxter mailed NAACP and Alpha Phi Alpha Fraternity scholarship information to members of Class of 2018 from records received from 2017 high school visits to BMHS, EHS, PHS</li> </ul>
1.7: Expand recruitment activities to increase the enrollment of minority students who transition from non-credit to credit courses	<p>Enroll 6 non-credit students annually who continue their education after cont. educ.</p> <ul style="list-style-type: none"> <li>• Increase the credit enrollment of ABE/GED students by in FY18 &amp; FY19.</li> <li>• Increase the credit enrollment of healthcare students by 2 in FY18 &amp; FY19.</li> <li>• Increase the credit enrollment of business students by 2 in FY18 &amp; FY19.</li> </ul>	<p><b>L. Hoxter</b> C. Fletcher K. York</p>	<ul style="list-style-type: none"> <li>• Elkton Station Diversity Activities for ABE/GED, ESOL, CCPS students: Native American 56 attendees (11/8/17); Holidays Around the World- 45 attendees (12/13/17); “I Love African American Heritage Month 50 attendees (Feb 2018)</li> </ul> <p>PROGRESS NOT MADE ON NON-CREDIT TO CREDIT EXIT INTERVIEW AND MECHANISM TO TRACK STUDENT TRANSITION FROM NON-CREDIT TO CREDIT</p>
1.8: Develop and launch targeted retention strategies for minority students.	<p>Increase the annual fall-to-fall, minority retention by 1.0% annually in FY18 &amp; FY19.</p> <ul style="list-style-type: none"> <li>• Host MSU focus group to identify key barriers to academic success. Develop targeted workshops to address student issues</li> <li>• Offer academic skills workshops for new students 2X/semester in FY18 &amp; FY19.</li> </ul>	<p><b>L. Hoxter</b> D. Gischel T. Swan</p>	<ul style="list-style-type: none"> <li>• T. Swan, J Brackin, B Biddie, and M Samuels offered Skills Building Workshop to 26 student athletes including the following sessions: Student Success Tips, Learning Memory Tips, Skills Building For Writing, and Skills Building For Math (1/4/17)</li> <li>• Faculty member, J Levi, attended Black Minds Matter on “Promising Practices for Teaching and Learning” and afterward hosted a focus group to learn about the experiences minority students face in their Cecil classrooms (12/6/17)</li> <li>• Provided 3 educational study halls for bi-lingual students to mentor, guide, direct, practice English and answer questions to support their educational success</li> <li>• Created new early registration process for scheduling student athletes (Dec, 2017)</li> </ul>

<p>1.9: Develop strategies to increase graduation and transfer rates of minority students.</p>	<p>Increase the annual minority transfer rates by 3.0% annually in FY18 &amp; FY19.          Increase the annual minority transfer rates by 3.0% annually in FY18 &amp; FY19.</p> <ul style="list-style-type: none"> <li>• Host special “completion events” for students of color with 40+ credits to encourage graduation and transfer.</li> </ul>	<p><b>L. Hoxter</b>          D. Gischel          T. Swan</p>	<ul style="list-style-type: none"> <li>• Four student leaders marketed “I’m So Cecil” encouraging Cecil students to register for classes and complete college</li> <li>• Multicultural Student Union (MSU) hosted Chat-N-Chew to congratulate graduates and address transfer students; 30 students attended (4/30/18)</li> <li>• T. Swan attended the MSU end-of-year celebration to answer questions from graduating students transitioning to the next phase of their educational experiences (May, 2018)</li> </ul>
<p>1.10: Launch strategies to target students in college prep courses to improve their academic success levels and retention.</p>	<p>Improve success rates of minority students by 1% in FY18 &amp; FY19.</p> <ul style="list-style-type: none"> <li>• Offer writing workshops 2X annually.</li> <li>• Offer academic skills workshops for new students 2X/semester in FY18 &amp; FY19</li> <li>• Collaborate with athletics to offer skills building workshops during study with an emphasis on notetaking and test preparation.</li> </ul>	<p><b>T. Swan</b>          M. Samuel          E. Durham          L. Hoxter</p>	<ul style="list-style-type: none"> <li>• Facilitated weekly “Black Minds Matter” course and campus discussion groups in conjunction with the San Diego State University about national issues facing black boys and men; 10 participants attended each session (10/17 – 12/17)</li> </ul>
<p>1.11: Host welcoming events/orientations for new minority students to familiarize students to key resources and staff.</p>	<p>Host program for at least 35 students in fall ’17 &amp; ’18 and 20 students in spring ’18 &amp; ’19.</p> <ul style="list-style-type: none"> <li>• Highlight department resources, such as learning labs and library.</li> <li>• Introduce students to staff willing to serve as mentors/resources.</li> </ul>	<p><b>L. Hoxter</b>          L. Reynolds          T. Swan          C. O’Brien</p>	<ul style="list-style-type: none"> <li>• Hosted a fall and spring MSU gathering with students, registrar and financial aid advisor; Assembled photos of minority faculty and staff for students to recognize in multicultural office</li> <li>• MSU and Cecil International Affinity Organization (CIAO) held a flag hanging ceremony for students representing 6 countries- Honduras, Guyana, Democratic Republic Congo, Dominican Republic, Nigeria, Peru (4/30/18)</li> <li>• Hispanic Heritage Celebrations main campus and Elkton Station with theme, “Shaping the Future of America;” L. Sweet, Esq. and Prof D. Roman presented and 80 students, staff and faculty attended (10/5/17 and 10/11/18)</li> <li>• 50<sup>th</sup> Anniversary of the legacy of Dr. King discussion group lead by instructor M. Holloway and student Ty Boyd (4/4/18)</li> </ul>

<p>1.12: Offer summer programs for minority students to sustain engagement in Cecil and to increase the reenrollment rates in the fall semester.</p>	<p>Increase spring to fall retention of minority students by 1%. (Not launched in previous plan)</p> <ul style="list-style-type: none"> <li>• Offer April workshops regarding the impact of degree completion on employability for at least 20 students in FY18 and FY19.</li> <li>• Offer summer mentoring for minority students in FY18 and FY19.</li> <li>• Offer summer internships for 3 minority students in FY18 and FY19.</li> </ul>	<p><b>T. Swan</b> A. Coston L. Hoxter</p>	<ul style="list-style-type: none"> <li>• Employability and Completion workshop offered for 22 Minority Students (4/2018)</li> <li>• Internships offered for 4 minority students Summer'18</li> <li>• SUMMER MENTORING PROGRESS NOT MADE</li> </ul>
<p>1.13: Establish communication channels to promote and report the activities, events, and programs of Multicultural Services.</p>	<ul style="list-style-type: none"> <li>• Create an annual student cultural diversity events calendar and distribute at orientation and welcome week program.</li> <li>• Create a listserv of students and stakeholders to receive standard notices of upcoming programs and "save date" notices.</li> </ul>	<p><b>L. Hoxter</b></p>	<ul style="list-style-type: none"> <li>• Cultural Diversity events promoted in the Cecil College planner, posted in MyCecil, emailed and texted to students; Student ambassadors promoted events by posting business card-size reminders to candy and passing it out on campus</li> <li>• Posted happiness calendars at North East and Elkton Station: Kindness Dec, Happy New Year Jan, Friendly Feb, Mindful March, Active April, Meaningful May- Cecil International Affinity Organization (CIAO) and Multicultural Student Union(MSU)</li> </ul>
<p>1.14: Refresh and create new Cultural Diversity webpages that showcase diversity and promote academic resources to students.</p>	<ul style="list-style-type: none"> <li>• Review the MyCecil and edu. webpages and expand the volume of resources targeting minority students.</li> <li>• Create links to institutional and open source-ware that expands convenient access to online resources for students.</li> </ul>	<p><b>L. Hoxter</b></p>	<ul style="list-style-type: none"> <li>• The Cecil College website was redesigned fall semester 2017 with refreshed text and photographs targeting minority students</li> <li>• Photos of student leaders are on MyCecil, flyers, webpages, billboards and posted at Christiana Mall</li> </ul>
<p>1.15: Develop assessment instruments to measure the effectiveness of outreach and retention programs offered to minority students. (Adapt to MSCHE new standards).</p>	<ul style="list-style-type: none"> <li>• Develop surveys to measure participant satisfaction. (3 annually)</li> <li>• Track levels of student retention for students participating in programs as a measure of program effectiveness. (2 annually)</li> <li>• Refine programming based on satisfaction levels.</li> </ul>	<p><b>L. Hoxter</b></p>	<ul style="list-style-type: none"> <li>• The Community College Survey of Student Engagement was administered spring semester 2018; results will be disaggregated by ethnicity, gender and age and shared with the campus community</li> <li>• Satisfaction surveys completed at North East and Elkton Station after all events; Students shared what they liked, disliked, learned, and provided recommendations.</li> </ul>

			<ul style="list-style-type: none"><li>• Students were surveyed on the Black Minds Matter 8 week series; students suggested that the BMM videos be played at academic staff meetings for faculty and information should be used in the classrooms</li><li>• T. Boyd, MSU work study, provided feedback to the Middle States Council on Higher Education Vice President as part of the launch of the Cecil College Self-Study (4/20/18) and served as the student presenter at the Cecil College Board of Trustees Meeting (4/25/18)</li></ul>
--	--	--	--

<b>Targeted Actions</b>	<b>Targeted Outcomes &amp; Dates</b>	<b>Person(s) or Office Responsible</b>	<b>Reporting Progress &amp; Dates</b>
<p>2.1: Collaborate with CCPS to provide programming for high school students which focus on the value of education.</p>	<ul style="list-style-type: none"> <li>• Develop strategies to increase dual enrollment among minority students as a mechanism to increase college-going rates in FY18 &amp; FY19.</li> <li>• Participate in 2 existing CCPS programs to broaden student awareness of college in FY18 and ongoing.</li> <li>• Host a multicultural education awareness forum in FY19.</li> </ul>	<p><b>L. Hoxter</b> T. Jones (CCPS)</p>	<ul style="list-style-type: none"> <li>• S. Gharbin, nursing faculty, participated in CCPS Minority student Open House (4/18)</li> <li>• Teleconference with CCPS representatives of color who requested campus visitations 9<sup>th</sup> – 12<sup>th</sup> grade students of color</li> <li>• Hoxter hosted Minority Serving Community College Communities of Practice: Exploring Problems of Practice and Feasible Solutions (7/13/17)</li> <li>• Co-hosted with NAACP Minority Scholarship Night at Cecil County Public Library-Elkton. Attendees: educators, parents, students =23 (2/6/18)</li> <li>• A Coston co-presented “Career Blast” with J. Buckley, Executive Director of Middle Schools, at 6 middle schools throughout January and February; Presentation focused on career exploration, preparation, and Cecil College; over 300 students and parents attended</li> <li>• Hoxter attended Arab American celebration at Elkton Middle School with presenters from UD and 15 attendees (4/23/18)</li> </ul>
<p>2.2: Enhance the level of communications between the College and regional places of worship.</p>	<ul style="list-style-type: none"> <li>• Advertise the College’s Multicultural Programs through church announcements and social media.</li> <li>• Visit 4 area places of worship and events annually.</li> <li>• Co-host 2 activities with places of worship in spring 2018 and FY19.</li> </ul>	<p><b>L. Hoxter</b> L. Lopez</p>	<ul style="list-style-type: none"> <li>• Attended local church events: monthly NAACP meetings on Tuesday evenings at Wright’s AME; Providence UM Church Anniversary-Nov. 2017; Cecil College President, VP and Multicultural Director attended MLK celebration-Jan 15<sup>th</sup> Wright’s AME Church; Supported Bearing Precious Seed Church prior to church official April 1<sup>st</sup> closing; April 22<sup>nd</sup> Women’s Day Bethel AME Church</li> <li>• Spring semester-Ty Boyd, student ambassador, tutored Math on weekends at Pilgrim Baptist Church; Hoxter and Boyd attended Pilgrim Baptist Church Sunday service where student was honored-April 29<sup>th</sup></li> <li>• Request from Deacon Greg Taylor for Apostle Twanda &amp; Winston Cevis at Restoration Tabernacle Church, Perryville,</li> </ul>

			<p>MD to partner with Cecil College; Invited to MSSAB (May, 2018)</p> <ul style="list-style-type: none"> <li>• Cecil College Marketing Department sponsored and assisted with 4 promotional advertisements: Cecil County NAACP Freedom Fund Banquet and Pre-Mother’s Day Brunch, Providence UM Church, Alpha Phi Alpha Fraternity, NAACP Minority Scholarship Night, and African American Heritage: “Black Expressions Throughout the Generations”</li> </ul>
<p>2.3: Increase partnerships among the College and regional organizations to serve diverse populations in Cecil &amp; Harford counties, DE and PA.</p>	<ul style="list-style-type: none"> <li>• Host 2 diversity meetings and attend 3 off-campus events each semesters.</li> <li>• Develop a special topics discussion series to engage community leaders.</li> </ul>	<p><b>L. Hoxter</b></p>	<ul style="list-style-type: none"> <li>• Hosted Washington Regional Task Force Against Campus Prejudice- presenters –Foundation for Individual Rights in Education (FIRE) Attendees: 15 campus and regional diversity affiliates (4/2/18); Hosted Maryland Commission African American History &amp; Culture statewide meeting and quilt showing Attendees: Statewide commissioners, Advisory Board, NAACP and local representatives Total 30 people (4/19/18) Attended the Culturally Responsive Teaching Conference along with WRTF diversity meeting, sponsors/hosts CCBC (April, 2018)</li> <li>• Special topic discussion campus series: 1) DACA, Linda E. Sweet, Esq. Hispanic Heritage Month <i>"Shaping the Bright Future of America"</i> Deferred Action for Childhood Arrivals; 50 attendees 50 (10/5/17); 2) Native American Celebration by Timberwolf and an Emergency Preparedness presentation by MSSB member, Rosemarie O’Brien; 60 attendees (11/15/17); Dr. King salute <i>"American Identity and the Language of Protest"</i> by Prof. Jennifer Levi; 40 attendees (1/31/18)</li> </ul>
<p>2.4: Convene a focus group to identify obstacles faced by students of color and to recommend ways to remove those barriers.</p>	<ul style="list-style-type: none"> <li>• Collaborate with MSSAB to identify structure and participants of a focus group in fall 2017.</li> <li>• Convene focus group in spring 2018.</li> <li>• Implement strategies to address barriers in fall 2018.</li> </ul>	<p><b>L. Hoxter</b> MSSAB</p>	<ul style="list-style-type: none"> <li>• Collaborated with T. Swan-Registrar, M. Holloway-instructor, T. Groves- alumni/MSSAB hosted Dec. 6, 2017 and April 30, 2018 chat &amp; chew focus group for students; Strategies included meeting students outside the restricted areas. Addressed student concerns about registration, graduation and grades 40 students attended</li> </ul>

			<ul style="list-style-type: none"> <li>• Cecil College Male Students of Color active Fall 2017 and Spring 2018 semesters-with Black Minds Matter-Oct –Dec 2017; Assisted with planning Maryland Male Students of Color Conference (3/2/18); Cecil County Branch NAACP Black Expressions Throughout the Generation (2/24/18); Alpha Phi Alpha Fraternity Scholarship Banquet (3/12/18) and NAACP Pre-Mother’s Day Brunch Fundraiser (4/28/18)</li> </ul>
<p>2.5: Research national best practices in developing community partners to enhance alliances at Cecil.</p>	<ul style="list-style-type: none"> <li>• Collect information through state affinity groups to identify 2 programs to be hosted at College to increase community alliances.</li> <li>• Utilize alliances to increase community participation in Cecil Cultural Diversity Celebrations by 5%.</li> </ul>	<p><b>L. Hoxter</b></p>	<ul style="list-style-type: none"> <li>• Washington Regional Task Force affinity group at George Washington University. Topic: LGBTQ (11/16/17)</li> <li>• Hosted Washington Regional Task Force Against Campus Prejudice program bringing presenters from the Foundation for Individual Rights in Education (FIRE); 15 attendees from campus and regional diversity affiliates (2/8/18)</li> <li>• Hoxter co-chaired and attended Maryland Diversity Roundtable at Montgomery College (2/9/18)</li> <li>• Cecil College hosted Maryland Commission African American History &amp; Culture statewide meeting and quilt display; 30 attendees included statewide commissioners, Advisory Board, NAACP, Cecil County Historical Society and local representatives from Cecil and Harford Counties(4/2/18)</li> <li>• Hoxter attended the Culturally Responsive Teaching Conference along with WRTF diversity meeting, sponsors/hosts CCBC (4/19/18)</li> </ul>

<b>Targeted Actions</b>	<b>Targeted Outcomes &amp; Dates</b>	<b>Person(s) or Office Responsible</b>	<b>Reporting Progress &amp; Dates</b>
3.1: Infuse multiculturalism, pluralism, and global awareness into the educational curriculum	<ul style="list-style-type: none"> <li>Establish and offer diversity in curriculum training to all new faculty members during their first academic year.</li> </ul>	<b>Academic VP</b> <b>Academic Deans</b> C. Cashill	<ul style="list-style-type: none"> <li>Nursing and Health Sciences faculty attended/participated in Black History Month Celebration activities. (Feb '18)</li> <li>Safe College training in Diversity and Safe workplace is in place and required of all employees, including new faculty members</li> <li>Faculty roundtables several times throughout academic year, open to all faculty members and led by faculty</li> <li>Faculty attended Dr. Luke Jensen's presentation on LGBTQ+ People in Higher Education, Policies and Data; Dr. Jensen is the Special Assistant to the Chief Diversity Officer in the Office of Diversity and Inclusion and the Director of the Lesbian, Gay, Bisexual, and Transgender Equity Center at the University of Maryland, College Park</li> </ul>
3.2: Investigate and capitalize on opportunities to target and offer diversity events.	<ul style="list-style-type: none"> <li>Assess 2 topics that expand awareness of diversity and inclusiveness issues in credit offerings by spring 2018.</li> <li>Assess 2 topics that expand awareness of diversity and inclusiveness issues in non-credit offerings by spring 2018.</li> </ul>	<b>V. Dougherty</b> M. Dean L. Hoxter	<ul style="list-style-type: none"> <li>Patient-centered culturally appropriate care infused across nursing, PTA, and human services curriculum in credit courses (Academic year 17-18)</li> <li>Patient-centered culturally appropriate care infused across health sciences curriculum in non-credit courses (Academic year 17-18)</li> <li>Credit: Inclusivity and diversity is addressed throughout the curriculum in several English, Humanities and Healthcare courses; For example: Variations in health outcomes related to gender, age, race, and socioeconomic status are addressed in nursing courses; and FYE course (First Year Experience) used a contemporary book throughout the course to stimulate conversation and exploration of health disparities</li> <li>Non-credit: Health care disparities, particularly related to the location region, such as aging and socioeconomic status, are addressed in several non-credit health care programs such as Medical Assistant and Certified Nursing Assistant; Several classes offered for all populations explore the impact of various cultures; Some examples of courses are: Islam and the</li> </ul>



			<p>West, which explores the impact of Islam and Islamic culture on the West; Russian Culture through film; and American Sign Language</p> <ul style="list-style-type: none"> <li>• Annual observation and presentation related to the Holocaust</li> </ul>
<p>3.3: Offer seminars for faculty to provide resources and information leading to the incorporation of multicultural perspectives into courses.</p>	<ul style="list-style-type: none"> <li>• Identify resources and seminar topics to be addressed by spring 2018.</li> <li>• Assemble materials and pilot a single group in fall 2018.</li> <li>• Revise program and materials and offer 2 seminars in spring 2019 and ongoing.</li> </ul>	<p><b>Academic Deans</b> L. Hoxter R. Hunt</p>	<ul style="list-style-type: none"> <li>• Nursing and Health Sciences faculty attended LTGBQ presentation and forum presented by University of Maryland (March, 2018)</li> <li>• Dr. Luke Jensen’s presentation on LGBTQ+ People in Higher Education, Policies and Data (March, 2018)</li> <li>• Law and Science presentation included discussion of international law; Rah Noronka, and Kerisha Bowen, who were attorneys</li> <li>• Safe Zones/Ally training conducted with several faculty members participating</li> <li>• Presentation by attorney presented an open forum for faculty, students and staff on DACA, its expiration, and the impact on students (February, 2018)</li> <li>• Academic programs exploring the offering a presentation on autism and the impact on college students for the fall of 2018</li> <li>• R. Hunt facilitated 8 Narcan trainings – 88 attendees</li> <li>• R. Hunt hosted 2 community events- Evening of Hope and Spotlight on Students; 225 attendees</li> </ul>
<p>3.4: Develop and implement activities and programs that are designed to improve the College climate for students, faculty, and staff environment.</p>	<ul style="list-style-type: none"> <li>• Develop 2 annual programs to focus on inclusion and tolerance toward diversity.</li> <li>• Convene faculty/staff forums to discuss issues of diversity and inclusiveness.</li> </ul>	<p><b>L. Hoxter</b> Academic Deans HR Rep. R. Hunt</p>	<ul style="list-style-type: none"> <li>• NSP2 sponsored – Professionalism Workshop; jointly offered on campus by Cecil and Harford College to facilitate transition into professional practice and explore workplace topics related to diversity, teamwork, and inclusiveness (4/27/18)</li> <li>• Faculty forums convened several times throughout academic year discussing inclusivity and assorted issues</li> <li>• Hoxter attended and promoted the 4<sup>th</sup> annual Culturally Responsive Teaching Conference at CCBC (4/19/18)</li> <li>• Hoxter viewed and promoted the “Improving Success for Male Students of Color” Webinar (4/9/18)</li> </ul>

<p>3.5: Explore the opportunity to infuse cultural diversity topics into more gateway coursework.</p>	<ul style="list-style-type: none"> <li>• Investigate securing guest speakers in class that can highlight international themes germane to the subject matter.</li> <li>• Consider requiring writing assignments on topics related to multiculturalism, inclusiveness, or diversity in gateway courses.</li> </ul>	<p><b>Academic Deans</b> Dept. Chairs</p>	<ul style="list-style-type: none"> <li>• FYE course included an assigned reading and associated writing assignments that explored socioeconomic, international and multicultural impacts on health disparities; This will be further developed as FYE course evolves</li> <li>• Several guest speakers (listed in other targeted outcomes) were open to college community for broader audience</li> </ul>
---	--	---	---

<b>Targeted Actions</b>	<b>Targeted Outcomes &amp; Dates</b>	<b>Person(s) or Office Responsible</b>	<b>Reporting Progress &amp; Dates</b>
4.1: Continue to support the employment and retention of full-time faculty and staff that reflects a similar representation of the student body.	<ul style="list-style-type: none"> <li>• Target minorities for full-time faculty positions through MSSAB, HBCUs, MD Diversity Roundtable, and minority publications.</li> <li>• Continuously employ faculty &amp; staff that exceeds diversity representation for the County and mirrors the representation of the student body.</li> </ul>	<b>C. Cashill</b> with Hiring Supervisors L. Hoxter	<ul style="list-style-type: none"> <li>• Committed to assembling diverse search committee's for every new full-time staff and faculty opening at the College</li> <li>• Modified advertising campaigns – including working with an outside vendor – to target diverse populations in broader regions</li> <li>• Now attracting a more diverse, highly qualified candidate pool to the College</li> <li>• In the last year, diversity has increased from 12.3% to 15.03% in 2018 a year over year change of 22.2%</li> </ul>
4.2: Demonstrate support for the advancement of minority hires as a standard practice in all search processes.	<ul style="list-style-type: none"> <li>• Provide information to search committees to ensure that the membership is aware of the College's diversity goals.</li> <li>• Sustain protocols for adequate levels of diversity for candidate and finalist pools in all searches.</li> </ul>	<b>C. Cashill</b> L. Fleck	<ul style="list-style-type: none"> <li>• See above</li> </ul>
4.3: Offer a full complement of professional development activities celebrating ethnicity and diversity	<ul style="list-style-type: none"> <li>• Include Cultural Sensitivity and Inclusiveness training in the mandatory professional development programs completed by all employees.</li> </ul>	<b>L. Hoxter</b> Acad. Dept. Chairs C. Cashill	<ul style="list-style-type: none"> <li>• All faculty and staff participate in Safe Campus Diversity training</li> <li>• Safe Colleges completion is required for all Faculty and staff in Academic Programs</li> </ul>
4.4: Heighten awareness of the consequences of prejudicial behaviors through programming & communications.	<ul style="list-style-type: none"> <li>• In accordance with the Clery Act, publish hate crime statistics annually. Information will be available in publications, website, and Office of Public Safety.</li> <li>• Continue civility, Title IV and inclusiveness awareness training in student orientation &amp; leadership programs.</li> </ul>	<b>J. Capozzoli</b> C. Skelley L. Hoxter	<ul style="list-style-type: none"> <li>• Clery Act information, including hate crimes, updated annually and published in Campus Safety Report and made available at new student orientation</li> <li>• New Student Orientation (offered every semester) includes discussion of expectation of respect for differences, an inclusive environment and a free exchange of ideas</li> <li>• Student activities and organizations vetted for inclusive messaging and deliberate outreach to all students</li> </ul>

	<ul style="list-style-type: none"> <li>• Involve staff in implementation of the Cultural Diversity Plan in FY18 &amp; FY19.</li> </ul>		<ul style="list-style-type: none"> <li>• Hoxter hosted a Cultural Diversity Plan Luncheon and Discussion for administrators, staff and students; Information was sent to those unable to attend (6/28/17)</li> </ul>
4.5: Expand formal and informal systems to generate feedback from faculty and staff regarding diversity, inclusiveness and the campus climate relative to these issues.	<ul style="list-style-type: none"> <li>• Convene discussion groups of employees to discuss diversity and inclusiveness.</li> <li>• Evaluate perceptions of campus climate from the perspective of diverse groups and disseminate results.</li> </ul>	<b>C. Cashill</b>	<ul style="list-style-type: none"> <li>• Dr. Luke Jenson from University of Maryland, College Park conducted a roundtable with employees on LGBTQ issues</li> <li>• An Employee Engagement Survey was conducted in February by the Chronicle of Higher Education and Modern Think containing several diversity questions; Details regarding the outcomes will be provided in the fall</li> </ul>

## Chesapeake College 2018 Cultural Diversity Report

Chesapeake College understands that a diverse faculty, staff, and student body will enhance the overall learning experience. The College 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 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. The structure is as follows:

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

<b>Goal</b>	<b>Strategies</b>
Strategic Plan Goal 3: Improve Student Goal Attainment	<ul style="list-style-type: none"> <li>• Evaluate and improve academic programs to close the minority achievement gap</li> <li>• 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)</li> <li>• Evaluate academic pathways to credit courses and support the needs of English Speakers of Other Languages (ESOL)</li> </ul>
Strategic Plan Goal 4: Growing Enrollment	<ul style="list-style-type: none"> <li>• Evaluate strategies of the college's Marketing Plan to ensure successful implementation and ensure adequate attention to under-served and under-enrolled (e.g. male, low-income, first-generation, minority) student populations</li> </ul>
Other Cross-Divisional Goal: Recruit, hire, retain and support a diverse workforce	<ul style="list-style-type: none"> <li>• Evaluate college policies and procedures to identify potential barriers in the recruitment, retention or promotion of diverse faculty and staff</li> <li>• Implement cultural diversity appreciation training for faculty and staff</li> </ul>

Each goal has a number of quantitative measurable outcomes associated with it. These indicators are periodically reviewed for currency and applicability. At the end of FY2016, it was determined that five measures were redundant, so the total was reduced in FY2017 from 18 to the 13 listed below:

<b>Goal</b>	<b>Measurable Outcomes</b>
Strategic Plan Goal 1: Transform the Student Learning Experience	<ul style="list-style-type: none"> <li>• Percent of Graduating Students answering that their experience at Chesapeake developed their ability to recognize and appreciate cultural diversity</li> <li>• Graduating students' satisfaction with aspects of diversity: the overall college climate promotes respect for inclusiveness (biennial)</li> </ul>
Strategic Plan Goal 3: Improve Student Goal Attainment	<ul style="list-style-type: none"> <li>• Minority student fall-to-fall retention</li> <li>• Minority first-time student successful-persister rate</li> <li>• TRiO served first-time persistence</li> </ul>
Strategic Plan Goal 4: Growing Enrollment	<ul style="list-style-type: none"> <li>• Percent minority student enrollment: credit</li> <li>• Percent minority student enrollment: noncredit</li> <li>• Enrollment of veterans in credit/ developmental classes</li> <li>• Enrollment in English for Speakers of Other Languages courses</li> <li>• Noncredit enrollment of senior citizens</li> </ul>
Other Diversity Goal: Recruit, hire, retain and support a diverse workforce	<ul style="list-style-type: none"> <li>• Percent minorities of full-time faculty</li> <li>• Percent minorities of full-time administrative and professional staff</li> </ul>

Subject matter experts, in conjunction with the office of Institutional Research, Planning and Effectiveness, develop annual targets that 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. Of the 12 measurable outcomes evaluated in FY2017, seven (58.3%) met their annual targets and five (41.7%) did not. Three of these metrics pertain to enrollment of which two (military veterans in credit classes and senior citizens in noncredit classes) reflect continual declines that were larger than projected. A restructuring of English for Speakers of Other Languages (ESOL) resulted in a lower headcount (the actual KPI measure), but longer individual classes actually resulted in more full-time equivalents (FTEs) – likely a more important statistic for College operations. One indicator relating to graduating students' development of their ability to recognize and appreciate cultural diversity resulted in a new FY2018 action item charging the Student Life Director with focus on cultural diversity in student life programming.

### **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, including intentional marketing strategies for recruitment, are continually being made throughout the college to reach out to groups that have been traditionally underserved.

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 recruitment services included college interest meetings, on-site Accuplacer testing, and registration sessions. Counselors at each of the local 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 College's Admissions Team included visiting all nine public high schools within the service area as well as one private school. At least 20 interest meetings and registration sessions were offered during the academic year at the public schools and interested private school(s) within the region. In addition, the Recruitment Department, continued to implement small group sessions for students known to have less exposure to higher education goals. This included potential first-generation college students, participants of Career and Technical Education programs, and others who might excel as Dual Enrollment students but traditionally lack information and might benefit from additional support. Students were referred by school counselors.

The Recruitment Team also participated in several evening events at high schools. For example, Sophomore Nights, Junior Nights, Winter Extravaganza, Financial Aid Nights. This provided more interaction with parents to explain the college process. Many parents had never attended college. Our team also visited several elementary schools in the five support counties, to increase college awareness and provide a skills and future job assessment. Many students did not realize so many opportunities were available for them in the future.

In the 2018 academic year, the open house format allowed more individualized sessions to meet specific areas of interests and needs of participating high schools including high school senior registration. Each public high school within the service area was given an opportunity to select preferred sessions for their students including multiple education pathways. High schools participated in open houses 15 different times. Approximately 450 students attended, including many under-represented prospective students, those participating in Career and Technology Education programs, prospective Dual Enrollment, and first year students. Bus transportation, for which the college reimburses the schools, increased attendance at this event. This change also allowed high school seniors meeting exemption criteria for college level courses, to participate in an orientation. Sessions included review of major/career pathways, observation of courses, discussion with current college students, and faculty, access to Financial Aid and other student services and meeting with advisors to register for courses. The latter offered additional support for positive transition from high school to college.

Individual and small group campus tours were also given throughout the year to increase awareness of admissions, enrollment procedures, and college programs (credit and noncredit) among culturally diverse students. Intentional outreach provided within all county service areas. Specific focus on community events that include under-represented prospective or current student populations. The recruitment team participated in the Talbot County Resource Day and the Multicultural Festival.

The Chesapeake College Adult Education Program offered registration and classes in more than 40 locations throughout the communities served by Chesapeake College. More than 300 information and registration sessions were held, and more than 60 classes were offered throughout the year. 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. The program also partnered with the Kent Family Center, Queen Anne's County Family Center, and Judy Centers in Talbot, Caroline, and Dorchester Counties, to provide free and low cost child care to Adult Education students while they attended class. Similarly, a partnership was formed with the Maryland Rural Development Corporation's Reconnect For Life program in Kent County, as well as for free classroom space, child care, and dinner for Adult Education students and their children at their Caroline County location.

The Education Department renewed its partnership with Command Spanish to offer workplace Spanish classes. In addition, presentations have been made to community organizations with a diverse focus, such as the Chesapeake Multicultural Resource Center where we partner for citizenship classes. Other efforts include outreach to organizations and agencies representing larger populations of underrepresented communities in all five counties of the service region. These efforts include offering classes to the inmates at Detention Centers and developing close working relationships with ESL Coordinators in the public schools and the Family Service Coordinators at each Family Support Center.

An ESL Afterschool Program for high school immigrants was created in Caroline and Talbot counties for students interested in going to college when they graduate. This course was designed to improve the college readiness of high school immigrants in their last year of high school. Speaking, reading, writing, and the rights and responsibilities of citizenship were taught.



The College also partnered with the Talbot Language and Cultural Competence Committee and Cross Cultural Communications to hold *The Community Interpreter*®, a comprehensive 40-hour professional certificate program that meets the minimum requirements for professional community interpreting. The training brought together talented individuals who are making a difference for Limited English Proficient people in the region. This program provides the prerequisite for national medical interpreting certification and is also invaluable for professionals who wish to follow the rigorous path of legal interpretation.

Chesapeake College has continued its partnership with local advocates for health care professionals, and supporters to create a path for deserving, capable, caring, and compassionate individuals to enter the Certified Nursing Assistant (CNA) program on a fully paid scholarship. T.R.E.E.S. (Training, Recruitment, Education, Employment, and Support) actively sought out suitable candidates for the scholarship whose funds are privately secured. Additionally, Chesapeake partners with the local Eastern Shore Area Health Education Center on Phase Three of the State of Maryland's Employment Advancement Right Now (EARN) grant that provides scholarships for CNA students and the opportunity to establish secondary pathways for students who already have any allied health credential to expand their skill set and professional employment opportunities (CNA trains to become Clinical Medical Assistant or Certified Medicine Aide, etc.). Additionally, the EARN grant provides Mental Health First Aid training that targets Certified Nursing Assistants in our local service area. The CNA students and working professionals represent a wide diversity of ethnicities and nationalities.

The College continues to serve and inform the region's residents, business community and students about a variety of occupational training programs that are available as noncredit programs. We work closely with local agencies, organizations and the business community to provide customized training for their clients and employees. For the 3<sup>rd</sup> year in a row, we successfully worked with the Caroline County Department of Social Services (DSS) to provide forklift certification training to their Non-Custodial Parent program. Caroline DSS coordinates this program for 4 of our 5 service counties. These students come from a variety of economic and ethnicities. The classes were held at the Wye Mills campus of Chesapeake College. Additionally we provided forklift training at the Caroline County and Kent County Detention Centers.

As a result of these and other efforts over the years, Chesapeake College has been very 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 2016, minorities comprised 27.6% of the Chesapeake student body, but only 20.2% of the regional population. In FY2017, 33.1% 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.*" Human Resources monitors all employment policies to ensure no barriers exist for employees from diverse backgrounds. Chesapeake College turnover continues to be low, at 13.6% in 2017, with minority turnover representing just 0.9% of the total workforce. Exit

interview data is closely monitored and no issues were identified that caused any concern in reference to minority turnover.

Human Resources representatives meet with all search committees 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 were contacted for additional recruitment efforts. All search committee members receive a packet of information on hiring procedures that includes information on fair hiring practices and allowable questions. 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.

Because of the College's small size, overall percentages can be impacted greatly by just a few hires and/or terminations. Additionally, there are less than sixty full-time faculty and their turnover is relatively low. To illustrate, the addition of one additional minority faculty member in 2017 pushed up the minority percentage by 1.7 percentage points to 8.6%. The percentage of minorities in full-time administrative and professional positions rose slightly to 12.4% in 2017.

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

Both faculty and staff need recurring training and practical ideas for more fully meeting the needs of a diverse population. Specific training efforts during the 2017-2018 academic year focused on universal design, ensuring that faculty members prepare course materials that are accessible to all students. Two training sessions, one in September and one in May, demonstrated tools available in Canvas to ensure accessibility. The Faculty Development Center adopted these tools in Canvas, and is providing ongoing training for faculty online.

Co-chairs of the Diversity Committee continued participation with the Maryland Diversity Roundtable, which is a great resource for networking and learning about successful diversity workshops at other community colleges.

A major structural change to the Diversity Committee was the approval of the committee as an institutional committee that would fill faculty member obligations for committee service. As a result, five faculty members were appointed to the committee, which will allow more direct and productive cooperation between the Faculty Assembly and the Diversity Committee. During spring in-service, faculty members of the newly reorganized committee met, and agreed on five target areas for focus in the upcoming academic year: African American populations, Hispanic population, Returning students, LGBTQ population, and international/study abroad opportunities.

The Graduating Student Survey questions graduates each year about their perceptions of the college's commitment to inclusiveness and equity on campus, as well as ability to recognize and appreciate cultural diversity. The diversity metrics based on this survey recently did not show

the level of acceptance as desired, thereby indicating the need for additional focus throughout the college experience. Additionally, student learning outcomes related to a general education proficiency – diverse perspectives – displayed deficient competencies for the most recent academic year (2017-2018). Part of our ongoing task lies in finding exactly where and how multicultural perspectives are and are not addressed in our classrooms.

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 designed to specifically teach and assess ethics were often found in practica and workshops, as well as those in counseling, paralegal studies, criminal justice, 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 be assessed in the summer and fall semesters, giving a broader picture of these educational activities on campus.

### **Other initiatives central to the Cultural Diversity Plan**

The 2018 Black History Month luncheon celebrated the 200<sup>th</sup> birthday of Frederick Douglass in partnership with the Talbot County Frederick Douglass Honor Society. The event continues to be enjoyed each February by members of the campus and greater communities of our service areas and was our highest attendance of approximately 180 guests. Simeaka Melton, Queen Anne’s County Native and Founder, Dear Girls Academy, Inc., delivered the keynote address. School counselors were asked to nominate 2017 high school seniors that have made a difference in their respective schools or communities. Youth participants from the 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.

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

Internal review has clearly shown that college-ready students progress at much higher rates than do developmental students. To that end, the college broadened exemptions that considered high school grade point average in English and mathematics lessening dependence upon Accuplacer and other standardized tests. Beginning in 2017, students with a cumulative GPA of 3.0 or higher are deemed “college-ready” and are not required to take the Accuplacer prior to

enrollment. College-ready Dual Enrollment students are allowed to register for college-level English. Dual Enrollment students with at least a 3.0 overall high school grade-point average, including successful (“C” or better) completion of Algebra II, qualify for direct placement into college-level math and all college courses with a college-ready math prerequisite.

The college readiness rates of African-American students have been significantly lower than those of White students. Until recently, less than ten percent of African-American freshmen were deemed college ready and approximately two-thirds required remediation in both English and mathematics. Under the new exemption policy, the college readiness rates for freshmen jumped to a record level in fall 2017. Particularly noteworthy were 1) the more than doubling of college readiness rates of African-American students, by far the most predominant minority group, (to 16.7%) and 2) the halving of the share requiring English and math developmental coursework (to 36.7%). It is expected that subsequent graduation-transfer rates will rise, but it is still far too early to determine the effects.

In addition, courses in both English and math piloted redesigns to increase the number of students who successfully complete the course and the subsequent college-level equivalent. The lowest level of developmental math was transformed from a computer-mediated, lab format course to a more traditional lecture supplemented by labs using an online textbook at minimal cost to students (i.e., \$40 compared to over \$200 for the textbook+lab access in the previous curriculum). Developmental English streamlined the curriculum to a single course rather than two in prior years and piloted the nationally recognized Accelerated Learning Program model. Both pilots were successful and were expanded to the full curriculum of both departments. Course success rates have improved as a result, for the college as a whole, but for African-American students in particular. For African-Americans, historic highs were set for in total for all courses, both developmental and gateway English courses, and all but one math course. The achievement gaps between Whites and Blacks similarly have shrunk to record lows.

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. This 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. In academic year 2017-18, all but one of the 15 participants was African-American.

Finally, TRiO Student Support Services (SSS) Programs, both SSS Classic and SSS-STEM are federally funded programs, helping eligible (first-generation, low-income, or disabled) students stay in school, graduate, and/or transfer to a four-year institution. Services include academic and financial aid advising, career guidance and readiness, science and math supplemental instruction workshops, and cultural and educational events. Students engaged in these programs statistically outperform comparison groups of students who are not in the program in terms of retention and academic performance. The two TRiO programs combined served a total of 346 students in academic year 2017-18, of which one-third were of a racial or ethnic minority; some 21.4% were African-American.

### **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 or the Cambridge 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.

Community College of Baltimore County  
FY2019 Cultural Diversity Plan

CCBC is committed to providing an environment supportive of our diverse population of students, faculty and staff. The college has endeavored over the past decade to develop a number of distinct initiatives reflective of the diverse communities we serve. The FY2019 Cultural Diversity Plan details successful efforts to date and outlines specific goals and plans for the coming year to ensure a welcoming environment for all faculty, students, and staff. Section I reviews CCBC's Strategic Plan as it relates to cultural diversity. Section II presents current statistics regarding the diversity of CCBC's students, faculty and staff. Section III outlines specific programs and initiatives planned for FY2019. Section IV discusses CCBC policies and procedures on hate crime reporting. Data tables are included in the appendix.

**SECTION I: CCBC'S COMMITMENT TO CULTURAL DIVERSITY**

CCBC's commitment to cultural diversity is interwoven within the goals and values of the college's Strategic Plan. Our Mission is to "...transform lives by providing an accessible, affordable and high quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community." To satisfy that mission, CCBC emphasizes the need for an awareness of cultural diversity in everything that we do.

In our Strategic Plan, CCBC commits to nine values. Two values, in particular, relate to cultural diversity:

**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 increasing diverse world and a challenging global marketplace.*

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

At CCBC, diversity includes, but is not limited to, race/ethnicity, gender, age, sexual orientation, physical ability, religion, gender identity and national origin. Our policies and practices are informed by Mary Loden's work on the various dimensions of cultural diversity. "The goal for an organization is to create an environment where, regardless of one's diversity profile, everyone feels welcomed and where everyone's skills are leveraged. I can also demonstrate through my behavior that I am interested in showing respect, including others in activities, cooperating rather than competing to accomplish goals and taking responsibility for building a comfortable, diversity-positive environment."<sup>1</sup>

Student success is CCBC's primary goal. The college believes that diversity and cultural awareness play an important role in helping students achieve their goals, both in and out of the

<sup>1</sup> Dean, Barbara and Lou, Kimberly. As quoted in Signs of Change – Global Diversity Puts New Spin on Loden's Diversity Wheel. [http://www.loden.com/Web\\_Stuff/Articles\\_-\\_Videos\\_-\\_Survey/Entries/2010/9/3\\_Global\\_Diversity\\_Puts\\_New\\_Spin\\_on\\_Loden\\_Diversity\\_Wheel.html](http://www.loden.com/Web_Stuff/Articles_-_Videos_-_Survey/Entries/2010/9/3_Global_Diversity_Puts_New_Spin_on_Loden_Diversity_Wheel.html)

classroom. At-risk student populations are a particular focus of efforts to recruit and retain students. Curriculum is reviewed to ensure that diverse viewpoints are encouraged. Outside the classroom, CCBC has developed a wide range of programs to encourage all students to feel comfortable and engaged on campus.

CCBC continues to recruit and retain a diverse faculty and staff. The college is committed to a supportive environment for our employees. CCBC also recognizes that a diverse workforce shows our community that CCBC is a diverse and welcoming environment.

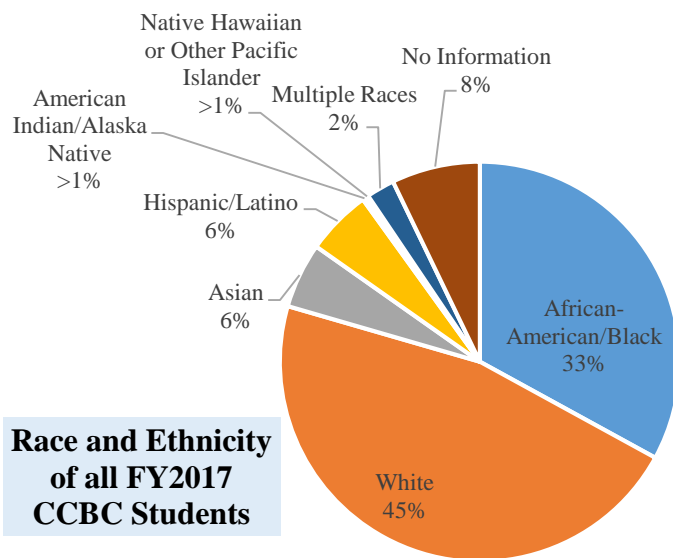
## **SECTION II: TRENDS AND CURRENT STATUS**

### **Students**

CCBC's student population is diverse in terms of race/ethnicity, gender and age. As shown in the adjacent pie chart, FY2017

students were 45.5% White, 32.6% African-American/Black, 5.6% Asian, and 5.8% Hispanic/Latino.<sup>2</sup> CCBC is more diverse than Baltimore County, which in 2016 was 58.1% White and 28.1% African-American/Black.<sup>3</sup>

Our Credit student body has remained racially diverse as total enrollments have fallen in recent years. In the time period FY2013-FY2017, students of color increased from 52.0% to 56.9% of the credit student body. African-



American/Black enrollment has increase from 38.4% to 39.2%. Asian students increased 5.7% to 7.8% of all credit students. Hispanic/Latino students increased from 3.9% to 5.4% of credit students. White enrollment has declined from 47.6% of students in FY2013 to 42.8% in FY2017.

While race and gender data on Continuing Education students was incomplete in the past, data collection has improved in the last two years. In FY2017, 85.9% of students reported race information, a dramatic improvement from 65.8% in FY2013. Because of the earlier incomplete data, it is difficult to assess race trends of Continuing Education students.

CCBC is also diverse in terms of gender. In FY2017, female students made up 56.0% of enrolled students. Credit students are 60.1% female, while Continuing Education students are 52.3% female. Recent trends show a small shift toward a more male student population. Since FY2013, male students have increased from 39.7% of the student population to 40.8%.

<sup>2</sup> Appendix Table 1 has race and gender information for all CCBC students. Table 2 has race and gender information for Credit students. Table 3 has race and gender information for Continuing Education students.

<sup>3</sup> See appendix Table 8 for Baltimore County population by race.



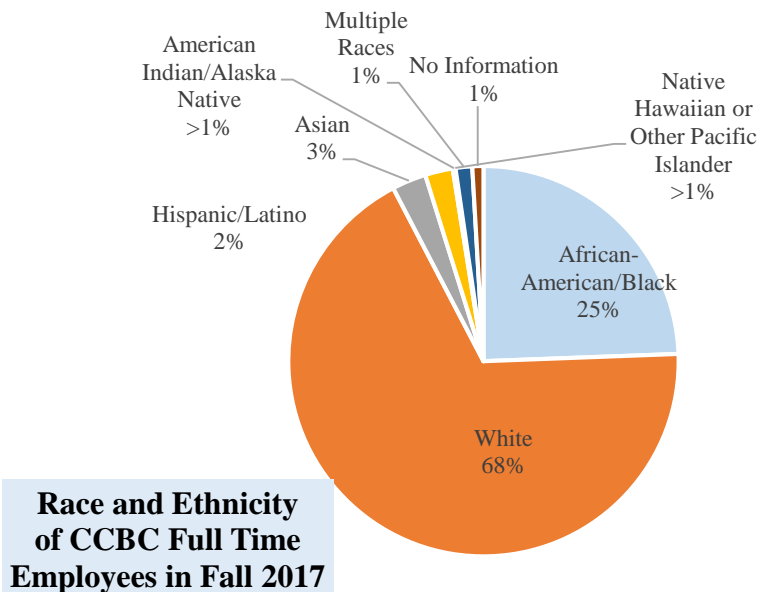
Analysis of race and gender show areas where CCBC can be more diverse. African-American/Black students are more female than male, when compared to other groups. Considering just credit students, our African-American/Black population is 64.5% female, compared to 57.5% for Whites and 60.1% for CCBC as a whole.<sup>4</sup> CCBC has several initiatives directed toward improved recruitment and retention of African-American/Black males.

CCBC is open to a wide range of ages, from students still in K-12 to retirees.<sup>5</sup> The average age for credit students is 27.8 years old and 46.1 years old for Continuing Education students. Recent trends have shown growth in the number of credit students 17 or younger, due to expanded Early College high school enrollment opportunities at CCBC. In FY2017, 509 students were 17 or younger, compared to 232 in FY2013. The increase is particularly notable since overall CCBC enrollments declined during the period.

**Employees**

CCBC considers a diverse workforce an important part of its overall commitment to diversity. CCBC employees are somewhat less diverse than the racial/ethnic makeup of Baltimore County.

Full-time employees were 33.0% persons of color in Fall 2017, comparable to 41.9% for the overall Baltimore County population.<sup>6</sup> African-American/Black employees are 24.9% of CCBC’s full-time employees, compared to 28.1% of the Baltimore County population in 2016.<sup>7</sup> Hispanic/Latino employees are 2.4% of CCBC full-time employees, but make up 5.3% of the county population. Asians were 3.0% of the CCBC workforce, less than the 6.1% of the Baltimore County population. CCBC employees are 63.9% female. Baltimore County is 52.6% female.



Diversity among CCBC faculty members is an important goal. The college recognizes the value of a diverse faculty for its students, workforce and community. The composition of the faculty has not yet reached the college’s diversity goal, but has improved in the last five years. Over the past 10 years CCBC has focused on recruiting a more diverse faculty. Since 2008, faculty of color have increased from 16.0% to 26.4% in 2017. In that time period, African-American/Black faculty increased from 11.0% to 15.8%. In terms of gender diversity, CCBC faculty are reflective

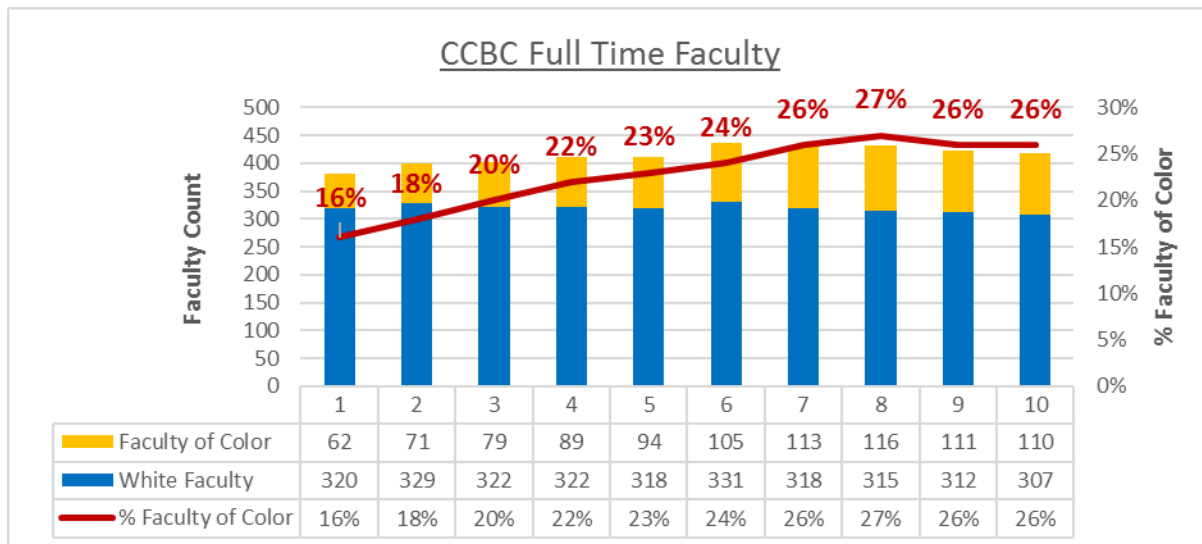
<sup>4</sup> See appendix tables 1c, 2c, 3c for combined race and gender information.

<sup>5</sup> See appendix Table 4 for information on age groups for Credit and Continuing Education students.

<sup>6</sup> See Table 5 for race and gender information on full-time employees.

<sup>7</sup> See Table 8 for Baltimore County race population data.

of the student population: 60.5% female in 2017, comparable to 60.1% female for our credit student population.



Non-faculty staff is more diverse than faculty. In Fall 2017, non-faculty staff was 35.6% persons of color, compared to 26.4% for faculty.<sup>8</sup> Support staff at CCBC is the most diverse group of employees, at 38.4% persons of color, followed by professional staff (34.8%) and administrative employees (20.3%), a small group of only 65 employees.

### **SECTION III: FY2018 DIVERSITY PROGRAMS AND INITIATIVES**

CCBC has implemented a wide range of programs, policies and initiatives to promote cultural diversity for students, staff and the community. Section III discusses the major activities the college has undertaken in the last few years and the new initiatives developed for the coming year. Programs are intended for students, staff and the community we serve. Some activities take place in the classroom, while others occur outside of class.

#### **Faculty and Staff Cultural Training Programs**

CCBC believes that faculty and staff training is an integral part of achieving student success. The Center for Excellence in Teaching and Learning (CETL) serves as a focal point for faculty professional development. The Center offers individual workshops, courses of study, programs, consultations, coaching and mentoring programs to assist faculty and staff in understanding cultural diversity. CETL has developed an outstanding framework for providing culturally diverse training for full and part-time faculty.

CCBC’s Culturally Responsive Teaching and Learning program (CRT-L) is designed to help faculty and staff develop a learning environment appropriate for a diverse student population. The seminar provides 24 hours of training for participants over an 8 day period. 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

<sup>8</sup> See Table 7 for race and employment category data.

faculty's ability to respond to cultural and racial needs and expectations of the particular students with whom they work.

In addition to the CRT-L Seminar, CCBC offers a series of two hour CRT-L Workshops. The workshop is open to all staff, but is particularly targeted to adjunct faculty. There are currently four modules in the CRT-L Workshop series: Meanings of Culture and Race, Mindsets and Culture, Overcoming Stereotype Threat, and Social Capital and Learning. Each module is taught twice a year.

CRT-L training is also incorporated into the annual events and conferences that faculty and staff attend during the year. CRT-L training and topic discussions are offered at many of our annual events, including Professional Developmental Day, Fall Focus, Developmental and General Education Symposium and the Teaching and Learning Fair.

CCBC has partnered with other colleges in the state to advance culturally responsive teaching. The college has hosted the Culturally Responsive Teaching Conference for the last three years. The conference typically hosts 180-250 participants, drawn from colleges across the country, K-12 schools and CCBC faculty and staff.

*FY2019 Goals for Faculty and Staff Cultural Training Programs*

- Offer the CRT-L Seminar to 30 previously untrained CCBC faculty and professional staff.
- Offer the CRT-L Workshop modules to 75 previously untrained adjunct faculty.
- Provide CRT-L training to CCBC student leaders and student organizations.
- Host the FY2019 Culturally Responsive Teaching Conference for about 250 participants drawn from throughout the country.
- Provide CRT-L training to Johns Hopkins University faculty
- Plan and launch the CRT-L Institute. The Institute will offer a day of training in the CRT concepts CCBC has developed.

*Curricular Initiatives Promoting Cultural Diversity*

A few years ago, CCBC reviewed and revised its General Education Program to include local and global diversity among the seven General Education goals. Course curricula are now required to help students develop knowledge and skills to participate effectively in evolving multicultural contexts and to address the challenges in building just, equitable, and productive societies.

The Global Education Initiative promotes inclusion of global and cultural awareness into the curriculum. CCBC has established a Global Education Advisory Board, which develops study abroad opportunities for students, promotes participation in world language courses, and increases opportunities for course projects, service learning and learning communities with a concentration on global and cultural understanding. The Global Education program also offers multiple activities during International Education Week, promotes courses with increased global content, and coordinates intercultural dialog among students.

*FY2019 Goals for Curricular Initiatives Promoting Cultural Diversity*

- Implement a new Global Education certificate.

### **Programs for Retaining At-Risk Students**

CCBC recognizes that many students are from at-risk populations. Community colleges are often the initial higher education experience for first generation college students, students from disadvantaged backgrounds, and minority students. CCBC has developed programs to recruit and retain at-risk students so they can achieve their goals.

CCBC's Male Student Success Initiative (MSSI) is a keystone in our efforts to retain at-risk students. The MSSI is intended to increase the persistence rate and improve academic standing of male students at CCBC, primarily students of color and athletes. 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 MSSI extends CCBC's existing high-impact practices to include skill-building workshops, study hall and collaborative activities, intrusive academic advising and mentoring to support male students. In FY2018, Mr. Rommell Moon facilitated a series of mindfulness workshops for MSSI students, and MSSI faculty and staff organized the first annual MSSI Conference, featuring Dr. William Benjamin, a Morgan State University alumni, and Fulbright Scholar as the keynote speaker.

As part of MSSI, CCBC has continued to expand its student orientation course, Academic Development: Transitioning to College (ACDV101), with sections reserved for African American males. These ACDV101 sections are facilitated by faculty members who have completed the Culturally Responsive Teaching (CRT-L) professional development training. .

In FY2018, CCBC opened an Early College High School at Woodlawn High School, a high school with a large "at risk" population, to enable selected students to pursue a high school diploma and an associate's degree concurrently. This program has already shown a strong positive impact on at-risk students. In October 2017, Baltimore County Public Schools and CCBC received a Pathways in Technology Early College High School Program (P-TECH) grant from the Maryland State Department of Education (MSDE) to establish Baltimore County's first P-TECH school. A cohort of 30-45 students will begin at Dundalk High School in Fall 2018. In six years or less, P-TECH students will have the opportunity to graduate with a high school diploma and a two-year associate degree at no cost. Tuition, books and fees are all covered by the P-TECH Program, which will also provide students mentoring, workplace visits, paid summer internships and first in-line consideration for job openings with KCI Technologies, Stanley Black & Decker, Alban CAT and Whiting Turner Construction.

CCBC collaborated with Campus Compact Mid-Atlantic, Reading Partners and the Baltimore City Public Schools to implement the CCBC Pathways to College, Career and Civic Readiness Project (PC3R). The PC3R project, with its anti-poverty focus, expands CCBC's capacity to enhance educational equity efforts through program coordination, research and evaluation. The P3CR Project supported the development and implementation of the Pathways mentoring program and high-impact practices and expanded CCBC's partnerships with Greater Baltimore Title I schools and Reading Partners. The P3CR project will continue in FY2019 to include General Studies mentoring program implementation and P-TECH evaluation.

CCBC is a leader in developing new approaches to Developmental Education. Data analysis has shown that at-risk students and students of color continued to benefit from Accelerated Learning Programs in English, reading, and mathematics, enabling students to quickly become college

ready—and move into college level “gateway” courses. CCBC scaled up accelerated courses in the three disciplines to afford more students opportunities to take developmental and credit-bearing courses as co-requisites.

*FY2019 Goals for Programs for Retaining At-Risk Students*

- Increase courses and sections included in the Diversity/Global Learning high impact practices initiative.
- Offer sections of College Composition I (ENGL101) and College Composition II (ENGL102) that are contextualized for African American/Black males and for women of color.
- Partner with Baltimore County Public Schools to open a Pathways in Technology Early College High School at Dundalk High School for 30-45 freshman students.
- Analyze and develop new options for non-STEM students in need of developmental mathematics.

*Cultural Diversity and Campus Life Programs at CCBC*

Within the College Life department, the Student Life Office and the Office of Intercultural Engagement 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 Intercultural Engagement offer academic, social, and cultural support and programs for the entire college community. CCBC does this through programs, annual events, speaker series, book discussions, college sponsored clubs and organizations and other activities.

CCBC sponsors a range of programs which facilitates conversation among students, faculty, staff and the community on issues important to cultural diversity. A college wide workgroup met on a regular basis to read and discuss the book *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* by Glenn Singleton.

The Student Life Office has developed the Civility Campaign. As part of this campaign, all first-year students in the student orientation course are shown videos to help them understand how to interact with others on campus. The college also uses a website, Lessons on Civility, Culture and Race, for students to learn about their own cultural values and how those values influence points of view and interactions with others.

Through the *Spotlight Speaker Series*, CCBC invites to our campuses speakers who raise awareness about a wide range of topics, present various perspectives and promote values clarification. Over the past several years speakers have included: Cory Booker (United States Senator), Nikki Giovanni (renowned poet and writer), and David K. Shipler (author of *The Working Poor: Invisible in America*). The *President’s Distinguished African American Lecture Series* is an annual event the President hosts during Black History Month to honor the life and work of a nationally recognized African-American citizen. Previous guest lecturers have included: Jeff Johnson (journalist), Wes Moore (community advocate), MacArthur Scholar Dr. Lisa Delpit, and Isabel Wilkerson (Pulitzer Prize winner).

CCBC incorporates many awareness events into its annual calendar, including Black History Month in February; National Disability Awareness month in October; and International Education

Week in November. CCBC also celebrates National Hispanic Heritage Month, National Women's History Month, Gay and Lesbian History Month and Native American Heritage Month.

CCBC sponsors a college-wide book discussion each year through the Community Book Connection (CBC), open to students, faculty and staff. The goals of this interdisciplinary literacy program are to enhance student and community learning, to strengthen our common human bonds, and to demonstrate the vital connection between classroom learning and social issues in the broader community. Students are urged to read the book and faculty members are encouraged to include it in their courses. A series of cultural and academic activities—film screenings, theatrical performances, dance and musical concerts, debates, panel discussions, and lectures—are organized to support the project. The book for FY2018 was *Chasing the Scream*, by Johann Hari. A New York Times bestseller, *Chasing the Scream* discusses the war on drugs and its impact on our society. Workshops on the opioid crisis were held on each campus.

Another major effort to promote a rich multicultural student experience is through sponsored clubs and organizations. CCBC requires that sponsored clubs be open to all students, banning discrimination on the basis of race, gender, age, disability, religion, sexual orientation or national origin. Among the many recognized clubs that promote and reflect diversity are the 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; Rainbow Club, 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.

CCBC also promotes Alternative Spring Break Programs, which offer students educational and service opportunities in and outside the country. Students interact with different cultures and gain an awareness and understanding of cross-cultural differences. Students have traveled to South Dakota, Maine, Puerto Rico, Guatemala, Costa Rica, and Honduras among other locations.

CCBC professional staff are active members of the Latino Providers Network. The Latino Providers Network manages and coordinates a membership community base umbrella organization with over 70 organizations and 200 individual members that provide direct services to the Latino community in the Baltimore Metropolitan Region in the areas of health, education, immigration, business, employment, arts and culture.

*FY2019 Goals on Cultural Diversity and Campus Life Programs*

- Each semester assemble a new cohort of faculty and staff to read and discuss *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* by Glenn Singleton.
- Increase number of students attending the orientation program which includes training on civility to help students understand how to interact with others on campus. Provide an on-line version of the student orientation program.
- Celebrate and program events for Black History Month, National Disability Awareness month, International Education Week, National Hispanic Heritage Month, National Women's History Month, Gay and Lesbian History Month and Native American Heritage Month.
- Continue the *Spotlight Speaker Series* by scheduling at least two speakers who raise awareness and promote values clarification.

- Select and host a prominent African American for the President’s Distinguished African American Lecture Series.
- Provide programming to support the FY2019 Community Book: *Homegoing* by Yaa Gyasi.

### **Special Services for Diverse or Unique Student Populations**

The Enrollment and Student Services division provides support for special student populations. These contextualized services increase access and equity for historically underrepresented groups and improve CCBC’s educational climate as an inclusive and civil community.

### **Students with Disabilities**

CCBC is committed to the philosophy of non-discrimination for individuals with disabilities. The Office of Disability Support Services (DSS) provides assistance to students with disabilities so they have an equal opportunity to participate in all of our programs, events, activities and services. Among the services provided are sign language interpreters, accommodated testing and note takers. Services are available to both credit and non-credit students. DSS also verifies that the college is in compliance with the Americans with Disabilities Act and all other regulatory requirements.

Starting in FY18, CCBC has implemented Transition Day, a program in partnership with Baltimore County Public schools that provides information to high school students with learning challenges on transitioning from high school to college. Events held on our Essex and Catonsville campuses hosted approximately 150 students. CCBC also collaborated in the grant funded Pathways project, which provides comprehensive support to individuals with autism enrolled at CCBC. The program has a capacity for 20 students and is expected to be funded for the next several years.

DSS provides training to our faculty and staff on how to improve accessibility and create an inclusive environment for students with disabilities. These training sessions are held during our annual Fall Focus and Teaching and Learning Fair. DSS works with each department to discuss disability issues to address the unique needs, experiences and challenges they may have in meeting the needs of students with disabilities. National Disability Awareness Month, held in October, is a national awareness campaign with the goal of educating the public about disability issues and celebrating the many contributions of people with disabilities. CCBC holds events on our campuses to promote awareness for faculty and students.

### **LGBTQ Students**

CCBC has established an LGBTQ Online Resource Center to support the college’s LGBTQ population. The Online Resource center includes resources at CCBC as well as links to national organizations. Efforts to support LGBTQ students are coordinated through the Office of Intercultural Engagement and the Sexual Minorities Advocacy Committee (S.M.A.C). Each campus has staff available for LGBTQ students to turn to for help. The Gay Students Alliance is among the many student organizations sponsored by CCBC. Safe Zone training sessions provides members of the CCBC community to serve as allies to the LGBTQ student community. CCBC has established a Preferred Name policy, available to students and staff. The preferred name is used where available and appropriate, except where the use of a legal name is required.

### **International Students**

International students are supported through the International Student Services Office (ISS). Services include help with applying to CCBC, placement testing, and assistance in maintaining visa requirements. ISS also helps students adjust to life in the Baltimore area with resources on finding housing and transportation. International students can also find support with student organizations, such as the African Student Union, International Student Association and the Muslim Student Association. Under the direction of the Office of Intercultural Engagement and the Office of International Student Services, CCBC offers an English Language Learner Summer Bridge Program. This two-week summer bridge program will provide incoming English Language Learners with tools and strategies necessary for successful entry to the community college environment.

#### **FY2019 Goals on Special Services for Diverse or Unique Student Populations**

- Continue to support students with disabilities with special services and classroom supports.
- Continue to host College Transition events for students with unique needs as they transition from high school to college.
- Offer additional Safe Zone training sessions in the coming year. Train 10-15 more faculty and staff.
- Increase the number of International students supported through the International Student Services Office.
- Continue to offer and expand enrollment in the English Language Learner Summer Bridge Program

### **Sexual Harassment**

CCBC is committed to maintaining a learning and working environment for students, faculty, and staff that is free of sexual harassment. Sexual harassment is contrary to the standards of the college community, and is a barrier to fulfilling the college's academic mission.

Education and awareness are essential to CCBC's efforts against sexual harassment including sexual assault, and the college provides educational materials and programs. Education efforts include the on-going discussion of the sexual harassment policy and an understanding of what constitutes sexual harassment, procedures for addressing alleged sexual harassment, and methods for prevention of sexual harassment. Educational programs are held for new students, faculty and staff members. Ongoing educational programs are also held for faculty, staff, and students.

The college encourages reporting and seeks to remove any barriers to reporting by making the procedures for reporting transparent and straightforward. The college recognizes that an individual who has been drinking or using drugs at the time of the incident may be hesitant to report an incident because of discipline consequences for his/her/their own conduct. An individual who reports sexual misconduct, either as a complainant or a third party witness, will not be subject to disciplinary action by the college for his/her/their own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk. The college may initiate an educational discussion or pursue other educational remedies regarding alcohol or other drugs. The amnesty policy applies only to the CCBC student conduct process.



### **Increasing the Diversity of CCBC's Employees**

CCBC recognizes the value of a diverse work force that is reflective of our students and of the community it serves, and the college is committed to welcoming, respecting, and embracing the differences and similarities of employees and students. Each member of the college community is responsible and held accountable for fostering a climate of acceptance, inclusion, respect, and dignity of all persons.

CCBC is committed to providing a work environment free from discrimination and harassment of any nature including, but not limited to, racial, religious, sexual orientation, age, gender, national origin, ancestry, veteran status, disability, or any other type of harassment. Harassment is unwanted verbal, physical, or visual conduct relating to an individual's race, religion, gender, sexual orientation, age, national origin, ancestry, veteran status, or disability. All employees are required to attend Sexual Misconduct Prevention Training annually. Training for supervisors, including New Manager Orientation, provides instruction in non-discriminatory human resources practices, procedures and policies. Ongoing leadership development provides an opportunity for faculty and staff with supervisory responsibility to strengthen their competence in managing a diverse workforce. Workshops include topics aimed at managing a multi-generational workforce, conducting equitable internal investigations, coaching employees for success, building trust, managing difficult conversations, and teambuilding. The President's Leadership Academy, a training program for future CCBC leaders, also includes sessions on Human Resources policies and procedures and CCBC's commitment to a diverse workplace.

CCBC is committed to ensuring equal opportunity and non-discrimination in all of its hiring and employment practices. 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). The racial and gender diversity of our employees is regularly reviewed and strategies are developed to address underutilization of women and minorities.

Additionally, procedures have been developed that will ensure a pool of qualified minority candidates. 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. In FY2017, the Human Resources Office developed a process to obtain more detailed information from employees and job applicants with disabilities and those who are veterans of the U.S. military. Search committees are required to document that the review of applicants, selection of candidates and candidate interviews were conducted in a non-discriminatory manner. CCBC proactively took steps to remove barriers to employment for qualified workers with criminal records, specifically by removing the criminal conviction history question from the job application—a reform commonly known as “ban the box.”

Within the Human Resources Department, three employees are available to work with employees about workplace conflict and to assure that any complaints of discrimination or unfair treatment are investigated and addressed. Policies and procedures for reporting any issues are included in the employee handbook and are also included on the CCBC employee website.

*FY2019 Goals on Increasing the Diversity of CCBC's Employees*

- Provide sexual misconduct prevention training to all employees. Monitor compliance with the annual training requirement.
- Continue to attend local Job Fairs to recruit employees including employees of color, women, veterans and persons with disabilities.
- Provide search specialist training for CCBC staff. Train 10 more search specialists.
- Assure recruitment outreach to diverse populations by advertising available positions in a wide range of venues including Monster.com, Military.com, Hire Disability Solutions, Maryland Workforce Exchange, Department of Veterans Affairs, Local Universities and Community Colleges, Diverseeducation.com, Diversity Jobs.com, HBCU Connect Network, Hispanic Outlook, Latin Opinion, Afro-American, and Higher Education Research Consortium.

**SECTION IV. 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 Jeanne Cleary Disclosure of Campus Security Policy and 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 receives 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 changes to county, 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 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.ccbcmd.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.ccbcmd.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.

**Table 1a – Race Trends for All Students**

	<b>FY2013</b>		<b>FY2014</b>		<b>FY2015</b>		<b>FY2016</b>		<b>FY2017</b>	
<b>Race</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>African-American/Black</b>	19,839	29.7%	19,737	30.0%	20,683	32.7%	20,434	33.0%	19,957	32.6%
<b>White</b>	28,960	43.4%	28,388	43.1%	28,959	45.7%	28,823	46.5%	27,852	45.5%
<b>Asian</b>	2,631	3.9%	2,722	4.1%	2,989	4.7%	3,272	5.3%	3,398	5.6%
<b>Hispanic/Latino</b>	2,426	3.6%	2,718	4.1%	2,973	4.7%	3,280	5.3%	3,543	5.8%
<b>American Indian/Alaska Native</b>	215	0.3%	198	0.3%	205	0.3%	202	0.3%	198	0.3%
<b>Native Hawaiian or Other Pacific Islander</b>	99	0.1%	105	0.2%	113	0.2%	114	0.2%	110	0.2%
<b>Multiple Races</b>	1,192	1.8%	1,261	1.9%	1,306	2.1%	1,413	2.3%	1,356	2.2%
<b>No Information</b>	11,387	17.1%	10,708	16.3%	6,096	9.6%	4,433	7.2%	4,777	7.8%
<b>Total</b>	66,749	100.0%	65,837	100.0%	63,324	100.0%	61,971	100.0%	61,191	100.0%

**Table 1b – Gender Trends for All Students**

	FY2013		FY2014		FY2015		FY2016		FY2017	
<b>Gender</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Female</b>	37,529	56.2%	36,965	56.1%	35,645	56.3%	34,899	56.3%	34,254	56.0%
<b>Male</b>	26,532	39.7%	26,475	40.2%	25,971	41.0%	25,867	41.7%	24,958	40.8%
<b>Unknown</b>	2,688	4.0%	2,397	3.6%	1,708	2.7%	1,205	1.9%	1,979	3.2%
<b>Total</b>	66,749	100.0%	65,837	100.0%	63,324	100.0%	61,971	100.0%	61,191	100.0%

Data from annual fiscal year enrollment files. Students taking both credit and continuing education courses are counted as credit students. Students who did not supply a race or gender are noted as “No Information.” Data collection for Continuing Education students had a high number of students not report race and gender in FY2012 and FY2013. Numbers may differ from Annual Student Profile report due to different methodology. See following tables for data specific to Credit and Continuing Education students.

**Table 2a – Race Trends for Credit Students**

	<b>FY2013</b>		<b>FY2014</b>		<b>FY2015</b>		<b>FY2016</b>		<b>FY2017</b>	
<b>Race</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>African-American/Black</b>	13,201	38.4%	12,810	38.7%	12,634	39.3%	11,902	39.2%	11,418	39.2%
<b>White</b>	16,366	47.6%	15,457	46.7%	14,518	45.2%	13,385	44.0%	12,458	42.8%
<b>Asian</b>	1,962	5.7%	1,991	6.0%	2,119	6.6%	2,190	7.2%	2,269	7.8%
<b>Hispanic/Latino</b>	1,346	3.9%	1,388	4.2%	1,501	4.7%	1,488	4.9%	1,567	5.4%
<b>American Indian/Alaska Native</b>	125	0.4%	121	0.4%	124	0.4%	105	0.3%	101	0.3%
<b>Native Hawaiian or Other Pacific Islander</b>	76	0.2%	77	0.2%	77	0.2%	70	0.2%	66	0.2%
<b>Multiple Races</b>	997	2.9%	1,033	3.1%	1,031	3.2%	1,072	3.5%	993	3.4%
<b>No Information</b>	337	1.0%	187	0.6%	115	0.4%	175	0.6%	243	0.8%
<b>Total</b>	34,410	100.0%	33,064	100.0%	32,119	100.0%	30,387	100.0%	29,115	100.0%

**Table 2b – Gender Trends for Credit Students**

	<b>FY2013</b>		<b>FY2014</b>		<b>FY2015</b>		<b>FY2016</b>		<b>FY2017</b>	
<b>Gender</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Female</b>	20,798	60.4%	19,816	59.9%	19,148	59.6%	18,266	60.1%	17,486	60.1%
<b>Male</b>	13,587	39.5%	13,248	40.1%	12,964	40.4%	12,098	39.8%	11,600	39.8%
<b>Unknown</b>	25	0.1%	0	0.0%	7	0.0%	23	0.1%	29	0.1%
<b>Total</b>	34,410	100.0%	33,064	100.0%	32,119	100.0%	30,387	100.0%	29,115	100.0%

**Table 2c – Race & Gender for Credit Students – FY2017**

**Percentage of Gender within Race**

Race	Female		Male		No Information		Total		Female/Male Ratio
	Count	%	Count	%	Count	%	Count	%	
<b>African-American/Black</b>	7,370	64.5%	4,038	35.4%	10	0.1%	11,418	100.0%	1.8
<b>White</b>	7,164	57.5%	5,280	42.4%	14	0.1%	12,458	100.0%	1.4
<b>Asian</b>	1,186	52.3%	1,082	47.7%	1	0.0%	2,269	100.0%	1.1
<b>Hispanic/Latino</b>	919	58.6%	647	41.3%	1	0.1%	1,567	100.0%	1.4
<b>American Indian/Alaska Native</b>	64	63.4%	37	36.6%	0	0.0%	101	100.0%	1.7
<b>Native Hawaiian or Other Pacific Islander</b>	31	47.0%	35	53.0%	0	0.0%	66	100.0%	0.9
<b>Multiple Races</b>	622	62.6%	369	37.2%	2	0.2%	993	100.0%	1.7
<b>No Information</b>	130	53.5%	112	46.1%	1	0.4%	243	100.0%	1.2
<b>Total</b>	17,486	60.1%	11,600	39.8%	29	0.1%	29,115	100.0%	1.5

Data from annual fiscal year enrollment files. Students taking both credit and continuing education courses are counted as credit students. Students who did not supply a race or gender are noted as “No Information.”



**Table 3a – Race Trends for Continuing Education Students**

	<b>FY2013</b>		<b>FY2014</b>		<b>FY2015</b>		<b>FY2016</b>		<b>FY2017</b>	
<b>Race</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>African-American/Black</b>	6,638	20.5%	6,927	21.1%	8,049	25.8%	8,532	27.0%	8,539	26.6%
<b>White</b>	12,594	38.9%	12,931	39.5%	14,441	46.3%	15,438	48.9%	15,394	48.0%
<b>Asian</b>	669	2.1%	731	2.2%	870	2.8%	1,082	3.4%	1,129	3.5%
<b>Hispanic/Latino</b>	1,080	3.3%	1,330	4.1%	1,472	4.7%	1,792	5.7%	1,976	6.2%
<b>American Indian/Alaska Native</b>	90	0.3%	77	0.2%	81	0.3%	97	0.3%	97	0.3%
<b>Native Hawaiian or Other Pacific Islander</b>	23	0.1%	28	0.1%	36	0.1%	44	0.1%	44	0.1%
<b>Multiple Races</b>	195	0.6%	228	0.7%	275	0.9%	341	1.1%	363	1.1%
<b>No Information</b>	11,050	34.2%	10,521	32.1%	5,981	19.2%	4,258	13.5%	4,534	14.1%
<b>Total</b>	32,339	100.0%	32,773	100.0%	31,205	100.0%	31,584	100.0%	32,076	100.0%

**Table 3b – Gender Trends for Continuing Education Students**

	<b>FY2013</b>		<b>FY2014</b>		<b>FY2015</b>		<b>FY2016</b>		<b>FY2017</b>	
<b>Gender</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Female</b>	16,731	51.7%	17,149	52.3%	16,497	52.9%	16,633	52.7%	16,768	52.3%
<b>Male</b>	12,945	40.0%	13,227	40.4%	13,007	41.7%	13,769	43.6%	13,358	41.6%
<b>Unknown</b>	2,663	8.2%	2,397	7.3%	1,701	5.5%	1,182	3.7%	1,950	6.1%
<b>Total</b>	32,339	100.0%	32,773	100.0%	31,205	100.0%	31,584	100.0%	32,076	100.0%

**Table 3c – Race and Gender for Continuing Education Students – FY2017**

**Percentage of Gender within Race**

Race	Female		Male		No Information		Total		Female/Male Ratio
	Count	%	Count	%	Count	%	Count	%	
<b>African-American/Black</b>	5,058	59.2%	3,224	37.8%	257	3.0%	8,539	100.0%	1.6
<b>White</b>	7,845	51.0%	6,972	45.3%	577	3.7%	15,394	100.0%	1.1
<b>Asian</b>	625	55.4%	467	41.4%	37	3.3%	1,129	100.0%	1.3
<b>Hispanic/Latino</b>	1,003	50.8%	888	44.9%	85	4.3%	1,976	100.0%	1.1
<b>American Indian/Alaska Native</b>	49	50.5%	41	42.3%	7	7.2%	97	100.0%	1.2
<b>Native Hawaiian or Other Pacific Islander</b>	20	45.5%	23	52.3%	1	2.3%	44	100.0%	0.9
<b>Multiple Races</b>	204	56.2%	157	43.3%	2	0.6%	363	100.0%	1.3
<b>No Information</b>	1,964	43.3%	1,586	35.0%	984	21.7%	4,534	100.00%	1.2
<b>Total</b>	16,768	52.3%	13,358	41.6%	1,950	6.1%	32,076	100.0%	1.3

Data from annual fiscal year enrollment files. Students taking both credit and continuing education courses are counted as credit students. Students who did not supply a race or gender are noted as “No Information.” Data collection for Continuing Education students had a high number of students not report race and/or gender in FY2012 and FY2013.

**Table 4a – Credit Students by Age Group**

Age Group	FY2013		FY2014		FY2015		FY2016		FY2017	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>17 or Younger</b>	232	0.7%	205	0.6%	334	1.0%	431	1.4%	509	1.7%
<b>18 – 20</b>	7,375	21.4%	7,277	22.0%	7,251	22.6%	6,957	22.9%	6,884	23.6%
<b>21 - 24</b>	9,201	26.7%	9,003	27.2%	8,712	27.1%	8,477	27.9%	7,974	27.4%
<b>25 - 30</b>	7,037	20.5%	6,692	20.2%	6,518	20.3%	6,240	20.5%	5,807	19.9%
<b>31 - 40</b>	5,590	16.2%	5,317	16.1%	5,061	15.8%	4,590	15.1%	4,456	15.3%
<b>41 - 50</b>	2,888	8.4%	2,610	7.9%	2,521	7.8%	2,158	7.1%	2,032	7.0%
<b>51 - 60</b>	1,358	3.9%	1,316	4.0%	1,138	3.5%	1,003	3.3%	941	3.2%
<b>61 or Older</b>	726	2.1%	644	1.9%	584	1.8%	531	1.7%	512	1.8%
<b>Unknown</b>	3	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	34,410	100.0%	33,064	100.0%	32,119	100.0%	30,387	100.0%	29,115	100.0%

**Table 4b – Continuing Education Students by Age Group**

Age Group	FY2013		FY2014		FY2015		FY2016		FY2017	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>17 or Younger</b>	1,126	3.5%	1,060	3.2%	1,148	3.7%	1,017	3.2%	985	3.1%
<b>18 – 20</b>	941	2.9%	760	2.3%	671	2.2%	673	2.1%	805	2.5%
<b>21 - 24</b>	2,216	6.9%	2,088	6.4%	1,982	6.4%	1,933	6.1%	1,884	5.9%
<b>25 - 30</b>	3,849	11.9%	3,901	11.9%	3,903	12.5%	3,927	12.4%	4,237	13.2%
<b>31 - 40</b>	5,253	16.2%	5,475	16.7%	5,459	17.5%	5,702	18.1%	5,861	18.3%
<b>41 - 50</b>	5,127	15.9%	5,039	15.4%	4,853	15.6%	4,896	15.5%	4,767	14.9%
<b>51 - 60</b>	6,081	18.8%	6,184	18.9%	5,679	18.2%	5,832	18.5%	5,555	17.3%
<b>61 or Older</b>	7,741	23.9%	8,266	25.2%	7,510	24.1%	7,604	24.1%	7,980	24.9%
<b>Unknown</b>	5	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%
<b>Total</b>	32,339	100.0%	32,773	100.0%	31,205	100.0%	31,584	100.0%	32,076	100.0%

Data from annual fiscal year enrollment files. Students taking both credit and continuing education courses are counted as credit students. Students who did not supply a race or gender are noted as “No Information.”

**Table 5a – Ten Year Race Trends for Full-Time Employees**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
<b>Race</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>African-American/Black</b>	239	19%	243	20%	256	20%	276	21%	293	23%	313	23.2%	318	23.8%	327	24.2%	319	24.4%	319	24.9%
<b>White</b>	946	77%	951	76%	921	73%	926	71%	886	69%	939	69.5%	926	69.3%	920	68.2%	888	67.9%	858	67.0%
<b>Asian</b>	23	2%	23	2%	20	2%	22	2%	23	2%	33	2.4%	35	2.6%	39	2.9%	37	2.8%	38	3.0%
<b>Hispanic/Latino</b>	9	1%	13	1%	17	1%	19	1%	20	2%	26	1.9%	24	1.8%	28	2.1%	30	2.3%	31	2.4%
<b>American Indian/Alaska Native</b>	4	0%	5	0%	6	0%	6	0%	5	0%	5	0.4%	3	0.2%	3	0.2%	3	0.2%	3	0.2%
<b>Native Hawaiian or Other Pacific Islander</b>	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%
<b>Multiple Races</b>	DNA	DNA	DNA	DNA	12	1%	13	1%	14	1%	16	1.2%	20	1.5%	21	1.6%	18	1.4%	23	1.8%
<b>No Information</b>	9	1%	10	1%	32	3%	38	3%	37	3%	20	1.5%	10	0.7%	11	0.8%	12	0.9%	9	0.7%
<b>Total</b>	1,230	100%	1,245	100%	1,264	100%	1,300	100%	1,278	100%	1,352	100.0%	1,336	100.0%	1,349	100.0%	1,307	100.0%	1,281	100.0%

**Table 5b – Ten Year Gender Trends for Full-Time Employees**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
<b>Gender</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Female</b>	771	63%	793	64%	799	63%	816	63%	807	63%	855	63.2%	851	63.7%	868	64.3%	840	64.3%	818	63.9%
<b>Male</b>	459	37%	452	36%	465	37%	484	37%	471	37%	497	36.8%	485	36.3%	481	35.7%	467	35.7%	463	36.1%
<b>Total</b>	1,230	100%	1,245	100%	1,264	100%	1,300	100%	1,278	100%	1,352	100.0%	1,336	100.0%	1,349	100.0%	1,307	100.0%	1,281	100.0%

**Table 5c – Race and Gender for Full Time Employees – Fall 2017**

Race	Female		Male		Total	
	Count	%	Count	%	Count	%
<b>African-American/Black</b>	213	26.0%	106	22.9%	319	24.9%
<b>White</b>	547	66.9%	311	67.2%	858	67.0%
<b>Asian</b>	24	2.9%	14	3.0%	38	3.0%
<b>Hispanic/Latino</b>	16	2.0%	15	3.2%	31	2.4%
<b>American Indian/Alaska Native</b>	2	0.2%	1	0.2%	3	0.2%
<b>Native Hawaiian or Other Pacific Islander</b>	0	0.0%	0	0.0%	0	0.0%
<b>Multiple Races</b>	12	1.5%	11	2.4%	23	1.8%
<b>No Information</b>	4	0.5%	5	1.1%	9	0.7%
<b>Total</b>	818	100.0%	463	100.0%	1,281	100.0%

Data from Employee Data System (EDS) files submitted to the Maryland Higher Education Commission. EDS is a “point in time” data collection, usually taken in the fall. Employees who did not supply a race or gender are noted as “No Information.”



**Table 6a – Ten Year Race Trends for Full-Time Teaching Faculty**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
<b>Race</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>African-American/Black</b>	44	11%	49	12%	49	12%	57	13%	61	14%	64	14.4%	71	16.3%	74	16.9%	72	16.7%	67	15.8%
<b>White</b>	320	83%	329	82%	322	78%	322	76%	318	74%	331	74.7%	318	72.9%	315	71.9%	312	72.6%	307	72.6%
<b>Asian</b>	11	3%	12	3%	13	3%	14	3%	15	4%	20	4.5%	21	4.8%	22	5.0%	20	4.7%	22	5.2%
<b>Hispanic/Latino</b>	7	2%	10	2%	10	2%	11	3%	11	3%	14	3.2%	15	3.4%	15	3.4%	16	3.7%	17	4.0%
<b>American Indian/Alaska Native</b>	0	0%	0	0%	2	0%	2	0%	2	0%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Native Hawaiian or Other Pacific Islander</b>	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%
<b>Multiple Races</b>	DNA	DNA	DNA	DNA	5	1%	5	1%	5	1%	5	1.1%	6	1.4%	5	1.1%	3	0.7%	4	0.9%
<b>No Information</b>	2	1%	3	1%	14	3%	15	4%	15	4%	7	1.6%	5	1.1%	7	1.6%	7	1.6%	6	1.4%
<b>Total</b>	384	100%	403	100%	415	100%	426	100%	427	100%	443	100.0%	436	100.0%	438	100.0%	430	100.0%	423	100.0%

**Table 6b – Ten Year Gender Trends for Full-Time Teaching Faculty**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
<b>Gender</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Female</b>	220	57%	238	59%	247	60%	253	59%	252	59%	262	59.1%	265	60.8%	272	62.1%	266	61.9%	256	60.5%
<b>Male</b>	164	43%	165	41%	168	40%	173	41%	175	41%	181	40.9%	171	39.2%	166	37.9%	164	38.1%	167	39.5%
<b>Total</b>	384	100%	403	100%	415	100%	426	100%	427	100%	443	100.0%	436	100.0%	438	100.0%	430	100.0%	423	100.0%

**Table 6c – Race and Gender for Full Time Faculty – Fall 2017**

Race	Female		Male		Total	
	Count	%	Count	%	Count	%
<b>African-American/Black</b>	45	17.6%	22	13.2%	67	15.8%
<b>White</b>	182	71.1%	125	74.9%	307	72.6%
<b>Asian</b>	16	6.3%	6	3.6%	22	5.2%
<b>Hispanic/Latino</b>	8	3.1%	9	5.4%	17	4.0%
<b>American Indian/Alaska Native</b>	0	0.0%	0	0.0%	0	0.0%
<b>Native Hawaiian or Other Pacific Islander</b>	0	0.0%	0	0.0%	0	0.0%
<b>Multiple Races</b>	3	1.2%	1	0.6%	4	0.9%
<b>No Information</b>	2	0.8%	4	2.4%	6	1.4%
<b>Total</b>	256	100.0%	167	100.0%	423	100.0%

Data from Employee Data System (EDS) files submitted to the Maryland Higher Education Commission. EDS is a “point in time” data collection, usually taken for a single pay period in the fall. Employees who did not supply a race or gender are noted as “No Information.”

**Table 7 – Full Time Employees by Race and Employment Category – Fall 2017**

	Faculty		Administrative		Professional		Support	
Race	Count	%	Count	%	Count	%	Count	%
<b>African-American/Black</b>	67	15.8%	11	16.9%	101	28.9%	140	31.5%
<b>White</b>	307	72.6%	51	78.5%	227	65.0%	273	61.5%
<b>Asian</b>	22	5.2%	1	1.5%	8	2.3%	7	1.6%
<b>Hispanic/Latino</b>	17	4.0%	0	0.0%	6	1.7%	8	1.8%
<b>American Indian/Alaska Native</b>	0	0.0%	1	1.5%	0	0.0%	2	0.5%
<b>Native Hawaiian or Other Pacific Islander</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Multiple Races</b>	4	0.9%	0	0.0%	6	1.7%	13	2.9%
<b>No Information</b>	6	1.4%	1	1.5%	1	0.3%	1	0.2%
<b>Total</b>	423	100.0%	65	100.0%	349	100.0%	444	100.0%

Data from Employee Data System (EDS) files submitted to the Maryland Higher Education Commission. EDS is a “point in time” data collection, usually taken in the fall. Employees who did not supply a race or gender are noted as “No Information.”

**Table 8 – Baltimore County Population by Race-Ethnic Origin**

<b>2016</b>		
<b>Race</b>	<b>Count</b>	<b>%</b>
<b>Hispanic or Latino, any race</b>	43,994	5.3%
<b>White</b>	482,535	58.1%
<b>Black or African-American/Black</b>	233,159	28.1%
<b>American Indian or Alaska Native</b>	2,177	0.3%
<b>Asian</b>	50,974	6.1%
<b>Native Hawaiian or Other Pacific Islander</b>	303	0.0%
<b>Two or More Races</b>	17,884	2.1%
<b>Total</b>	831,026	100.0%

Data from the Maryland Department of Planning, from the Population Division, U.S. Census Bureau, June 22, 2017.



Debra S. Borden, Chair

August 20, 2018

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) 2018 Cultural Diversity Progress Report, submitted in accordance with directions contained in MHEC's memo of March 15, 2018, distributed by Secretary of Higher Education, Dr. James Fielder, Jr.

The Frederick Community College Board of Trustees approved the report at their meeting on August 15, 2018. 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,

Debra S. Borden, Chair  
Frederick Community College Board of Trustees

Enclosure





**Maryland Higher Education Commission (MHEC)  
2018 Cultural Diversity Plan**

## I. INTRODUCTION

Frederick Community College (FCC) is a public 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, integrity, and as described in the College vision statement, “*seeks to transform individuals and communities through learning.*”

## II. DEFINING AND AFFIRMING DIVERSITY

Appreciation of diversity and inclusion empowers us to collectively acknowledge and celebrate the contributions of all members of the College community. Diversity is defined in the College strategic plan, FCC 2020, as “*visible and invisible human differences that affect the success of students, staff, and members of the community.*” Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. As an institution, we are fully committed to the value of *inclusive excellence*; that to be excellent we must be inclusive. An inclusive institution promotes and sustains a sense of belonging. It values and practices respect for the talents, beliefs, backgrounds, and ways of living of the members of the College community.

FCC aspires to be a leader in fostering an environment that welcomes, supports, rewards, and challenges our community members to think big, be creative, and lead with authenticity. The College has made deliberate efforts to be intentional in its work of threading diversity and inclusion into the fabric of the culture of the College and its activities. Listed below are a few of the significant diversity, equity, and inclusion achievements of the institution this year:

- The College’s Academic Master Plan 2018-2023, discussed in more detail below, centered the development of cultural and global competencies in our faculty, staff, and students as essential for academic excellence.
- In 2017-2018, the College expanded our professional development offerings to faculty and staff around issues of equity, inclusion, and diversity including over 20 in-depth opportunities to engage all employees on difficult diversity topics including a summer institute for faculty focused on culturally responsive teaching.
- The President’s Diversity Advisory Council (PDAC), a College-wide diversity, equity, and inclusion (DEI) leadership group, focused on four main areas of leadership capacity building. These areas included reviewing the research on the value and meaning of DEI for higher education, building and benchmarking a climate of inclusion, and understanding the institutional, local, and national laws, policies, and history that frame promising practices in the area of DEI.
- The College developed a protocol for hate-bias incidents.
- The College received a “*Bridging Theory to Practice*” grant to expand capacities of faculty and staff to hold difficult dialogues about sensitive topics. In addition to three faculty/staff day-long trainings, we continued Campus Book programming with *Purple*



*Hibiscus* by Chimamanda Ngozi Adichie in the fall and *Hillbilly Elegy* by J.D. Vance in the spring. Both of these books allowed our students, faculty, and staff to discuss relevant and complex diversity-related topics across many disciplines including topics such as poverty, reimagining the American Dream, gender-based violence, and access to higher education by underrepresented populations, among others.

### III. INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

The Frederick Community College 2020 Strategic Plan provides the framework for the Board of Trustees and Senior Leadership to develop Annual Strategic Priorities. The College identified multiple objectives for 2017-2018 in alignment with the College Board of Trustees Annual Strategic Priorities including the following, which all were explicitly about increasing the College's responsiveness to culturally diverse populations as well as the climate and capacity of all members of the FCC community:

Strategic Priority A- Develop a 5-year Academic Master Plan (AMP) that establishes Academic Affairs Team goals and priorities, guides program development and review, integrates facilities management, and identifies future initiatives.

- The Academic Affairs Team created a five-year AMP consisting of four themes, including educational excellence, academic support and infrastructure, academic affairs faculty/staff development and leadership, and modernization and impact, which each have corresponding diversity, equity, and inclusion goals and objectives that will drive academic planning and budgeting over the next five years.

Strategic Priority B- Implement a new Enrollment Services Center in Jefferson Hall which utilizes best practices in delivery of student services to maximize recruitment, access, affordability, and student success.

Strategic Priority C- Establish career and technical pathways for high school students to FCC certificates and industry credentials that lead to employment.

In addition to the College-wide Annual Strategic Priorities, the President's Diversity Advisory Committee, established in spring 2015, provides College-wide coordination and direction on diversity, equity, and inclusion initiatives. The Committee created objectives that align with the 2020 Strategic Plan Goals, the 2017-2018 Annual Strategic Priorities, Middle States Commission on Higher Education Standards, and the diversity Principles in 2017-2021 Maryland State Plan for Higher Education (State Plan).

The Board of Trustees identified the redesign of the Cultural Diversity Strategic Plan as part of the 2018-2019 Annual Strategic Priorities. The President's Diversity Advisory Committee will convene representatives of faculty, staff, and students to develop the Diversity Plan.

This report provides a summary of key goals and objectives accomplished this past 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 about credit students, the percentage of students of color has increased 16.1% over the past five years. Currently, 35.6% of FCC credit students and 36.9% of continuing education students identify themselves as non-white students.

**Chart 1**

CREDIT STUDENT PROFILE REPORT FREDERICK COMMUNITY COLLEGE Fall 2013-2017							
	2013	2014	2015	2016	2017	Percent Change	
						2016-2017	2013-2017
<b>Total Credit Headcount (Unduplicated)</b>	6,050	6,031	6,197	6,252	6,220	-0.5%	2.8%
<b>African American/Black</b>	783	777	785	777	787	1.3%	0.5%
Percent of Total	12.9%	12.9%	12.7%	12.4%	12.7%		
<b>Native American</b>	21	23	24	21	14	-33.3%	-33.3%
Percent of Total	0.3%	0.4%	0.4%	0.3%	0.2%		
<b>Hispanic</b>	507	583	662	683	726	6.3%	43.2%
Percent of Total	8.4%	9.7%	10.7%	10.9%	11.7%		
<b>Asian</b>	292	281	289	283	300	6.0%	2.7%
Percent of Total	4.8%	4.7%	4.7%	4.5%	4.8%		
<b>White</b>	4,140	4,116	4,150	4,152	4,003	-3.6%	-3.3%
Percent of Total	68.4%	68.2%	67.0%	66.4%	64.4%		
<b>Other***</b>	93	67	60	56	94	67.9%	1.1%
Percent of Total	1.5%	1.1%	1.0%	0.9%	1.5%		
<b>Multiple Race***</b>	214	184	227	280	296	5.7%	38.3%
Percent of Total	3.5%	3.1%	3.7%	4.5%	4.8%		
<b>Total Students of Color****</b>	1,910	1,915	2,047	2,100	2,217	5.6%	16.1%
Percent of Total	31.6%	31.8%	33.0%	33.6%	35.6%		

FCC uses multiple promising efforts to recruit historically underrepresented populations including community-based outreach, bridge programs, pre-college programs, targeted social media outreach, economic-conscious scholarships, as well as English Language Learner (ELL) targeted outreach and scholarships. Additional specific recruitment and retention efforts include the following:

- 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 the College Dual Enrollment program. Because of a robust partnership with Frederick County Public schools (FCPS), FCC now offers college courses in all ten FCPS comprehensive high schools and its Career and Technology Center. During the 2017-2018 school year, local high schools offered 120 sections of dual enrollment courses. There were 191 FARM students who participated in dual enrollment in 2017-2018. This represents a four-year increase of participation by FARM students of 830%. The College is 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.

- *Parents Lead* is a scholarship and degree-pathway program at FCC that provides students, who might not otherwise be able to attend classes due to the cost of childcare, the funding and academic support to pursue a degree. As it is acknowledged in the State Plan as “going beyond the nation of a traditional student,” this program focuses on adult learners and their specific needs and expectations for their higher education journey. The curriculum for this program is carefully designed to maximize working-parents’ scholarship dollars by offering hybrid coursework for the first 31 credits of their General Studies Associate Degree, while guaranteeing the schedule flexibility and course offering predictability for students with demanding domestic and work responsibilities. Additionally, the program mentors students in traditional and distance learning strategies to ensure success of future coursework in any format. Innovative faculty, administrators, and staff working in *Parents Lead* are carefully selected according to their commitment to adult learning and their understanding of the unique challenges parents face within higher education. Finally, the cohort-based nature of *Parents Lead* builds a learning community of adult students who may feel hesitant about returning to school or out of place in a more traditional higher education setting. *Parents Lead* launched its inaugural cohort of 10 students in spring 2018. So far, student data is anecdotal, but the program retention rate is 80% --a number that out-paces the enrollment and success rates for this population within traditional settings. FCC is committed to a new cohort of up to 15 students each fall and spring semester, with the hope of expansion to other College programming and partnership with our on-campus Child Development Center.
- Continuing Education and Workforce Development (CEWD) established an Outreach Committee to forge relationships with a range of community organizations and government agencies serving diverse populations in Frederick County. The goals of the Outreach Committee are to increase awareness of its programs and the job opportunities available, to communicate opportunities for financial support through FCC and other community organizations, and build upon existing programs in community organizations to offer affordable access and support to potential students. The Outreach Committee has connected with Family Partnership, Advocates for the Homeless, Heartly House, SHIP of Frederick County (Student Homelessness Initiative Partnership), FCPS LYNX program and Frederick County Workforce Services and will continue to expand outreach efforts annually.
- FCC hosted several events for targeted populations with social services agencies across the county to build connections between diverse underrepresented communities and the

College. Targeted organizations/agencies included the Department of Social Services, Division of Rehabilitation Services (DORS), Family Partnership, SHIP (Student Homelessness Initiative Partnership of Frederick County), Youthful Offender Program, Youth Summit, the Maryland School for the Deaf, Frederick Foster Care Services, Fort Detrick, and Senior Living. Additional specific targeted outreach to multicultural students included the Pathways to the Future Women's Conference, Kappa Alpha Psi event, International Student Festival, Asian Lunar New Year Festival, PASS visits to public high schools, Frederick Latino Festival, Cultural Arts Fair, and the Convoy of Hope event.

- The Targeted ESL program at FCC had a productive year that included gains in enrollments, curriculum development, and services for English language learners (ELLs) in addition to community outreach and staff development. Seventy-four (74) classes served over 700 ELL enrollments in fiscal year 2018. Another 10 classes provided preparation for the TOEFL. In an effort to better meet the unique needs of Frederick County ELLs, curricula were developed for seven unique courses. Four were piloted in FY 2018, and the remaining three will be piloted in FY 2019. Beyond new courses, ELLs were supported with new services including an ESL resource website, ESL lab, drop-in tutoring hours, and spring and fall Transitions Presentations, which help students to move beyond ELL courses to credit programs. As part of community outreach efforts, onsite testing was provided to Tuscarora High School seniors in cooperation with the Testing Center, and students from Frederick County Public Schools were hosted on a field trip to FCC. Along with providing quality programming and support to ELLs, the Targeted ESL program has supported staff development throughout the year. Instructors and staff attended institutional, local, and international trainings. The program created two additional administrative positions, Adult Ed and ESL Coordinator and Adult Ed and ESL Transition Specialist in order to streamline processes and provide one-to-one case management support for all ELLs. Students in the Targeted ESL program benefit from strong programming, personalized guidance, and staff with their best interests in mind. Furthermore, FCC joined the Maryland DC Campus Compact (now the Campus Compact Mid-Atlantic) and secured an AmeriCorps VISTA position. The AmeriCorps VISTA member supported the English Language Learner Transition and Completion Initiative (ELLTCI). The AmeriCorps VISTA member developed suggested programming for outreach, transition, and support with the goal of engaging English Language Learners (ELLs) and their families in Frederick County.

Student retention, success, and graduation is critical to the success of Frederick Community College. In addition to the Academic Master Plan's focus on inclusion and cultural responsiveness, a few of the ongoing and new retention and success initiatives include the following:

- The Office of Multicultural Student Services (MSS) provides interested students with academic and personal support, advising, and a series of activities that focus on enhancing or developing strategies for success. On average, students of color who are

engaged in MSS have higher persistence and graduation rates than those who are not engaged. Students who are involved with MSS are 13.5% more likely to be retained than all other students. The purpose of the office is to help ensure a smooth transition to the college and to increase the probability of success for each participant. The office provides identity development and education beyond the classroom experience by hosting cultural engagement programming, including (but not limited to) critical thinking discussions, cultural field trips, study skills workshops, goal setting initiatives, and leadership development retreats. In addition, the program offers academic support through personal counseling, intrusive advising, comprehensive student success alert intervention, academic action plans, and student advocacy by establishing strong mentoring relationships between students and faculty/staff. In addition, MSS provides specialized support and outreach to men and women of color in its Big 6 and Elite 8 programs, to high school students with its College Prep program, and to ESL students through a scholarship for ESL students who are enrolled in career programs. MSS has increased its intentional outreach efforts in partnership with other units at the College, including the Office of Diversity Equity and Inclusion (ODEI), Center for Student Engagement (CSE), and in the classrooms through faculty. MSS effectively addresses access and retention for first year students of color through Partnership for Achieving Student Success (PASS) program and successfully created a partnership with the FCC Foundation to offer a scholarship to PASS participants to increase their retention from year one to two.

- The way in which FCC students earn required English and Math credits has changed significantly from AY 14-15 to AY 17-18. Developmental course reforms enable students to advance to credit courses more quickly and spend less time on developmental coursework. Streamlining the pathways for students to increase success and completion was a major focus of the past two years. 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. This initiative also reduced by four the number of credits taken by students testing into this “blended” course. The blended course was designed to close the achievement gap for minority and first generation students, further enabling them to graduate and/or transfer at a higher rate. Similarly, the College created more affordable options than before for students by combining an intermediate algebra course and a college-level 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. This initiative helps students reduce their developmental credits from 6 credits to 2 credits and directly impacts minority and first-generation students, as FCC data and national trends indicate that these groups are often impacted by developmental education. The latest analysis of a cohort revealed 24% of African American students who took the placement test were identified as College Ready students, as compared to 41% of all students.
- The Mid-Atlantic Center for Emergency Management (MACEM) at FCC serves as a national education and training center specializing in preparedness, planning, and partnerships. MACEM has incorporated topics of diversity, equity, and inclusion in the following ways: 1) Emergencies and disaster are known to disproportionately affect

vulnerable population groups, such as women and children, those with access and functional needs, as well as non-English speaking populations. In December of 2016, the MACEM began an emergency preparedness outreach program to FCC ESL teachers and their students. Since the launch of the program, the MACEM has trained nine ESL instructors in emergency preparedness train-the-trainer courses and 38 ESL students in preparedness content. 2) MACEM developed a gender diversity outreach program to encourage women to explore a non-traditional career field. The outreach program included the selection of a supplemental classroom book addressing issues women face during disaster, an instructor book summary, three accompanying lesson plans, and a poster depicting females excelling in public safety and technology programs. All of these materials will be used in Maryland’s 22 participating high schools and serving over 2,066 students. 3) MACEM developed and delivers one three-credit course entitled the “Social Impact of Disaster” which addresses the local cultural impact of a major disaster. 4) MACEM offers workshops to local communities in all ten FEMA regions nationwide. One of the recent workshops was held for the first time in Blue Lake, CA, at a Tribal Nation, the Blue Lake Rancheria Tribe.

***Focus on Faculty, Staff, and Administrators***

FCC strives to attract and employ talented and diverse faculty, staff, and administrators. Much of the work for the past six years has focused on improving the recruitment of diverse faculty and professional staff. As Chart 2 reflects, FCC has increased minority faculty representation from 14% in fall 2013 to 18.6% in fall 2017. The data also reflects the growth of minority full-time administrative and professional staff (from 14% to 21%) during the same time. The new College hiring process, which was implemented in 2014-2015, continues to focus on recruitment efforts to ensure a diverse pool of applicants.

**Chart 2**

	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
<b>Percent minorities (nonwhite) of full-time faculty</b>	14%	18.0%	19.0%	18.2%	18.6%	<b>21.0%</b>
<b>Percent minorities (nonwhite) of full-time administrative and support staff</b>	14%	17.0%	19.3%	19.0%	21.0%	<b>21.0%</b>

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 the College partnership with Howard University through the Preparing Future Faculty (PFF) Program. The FCC/PFF partnership provides underrepresented graduates the chance to work with and learn from seasoned faculty as well as engage in professional development activities.

In addition to this partnership, faculty are engaged and supported on campus, and value their experiences at FCC. The following initiatives are undertaken to grow and retain talented faculty.

- The Center for Teaching and Learning (CTL) has a robust professional development curriculum designed to inspire faculty to engage students and support their success through active learning, innovation, and scholarship. One of the four main areas for CTL Teaching and Learning Hours is Culturally Responsive Teaching.
- FCC offered a Cultural and Global Competency Summer Institute in 2018 for faculty focused on culturally responsive course transformations in terms of pedagogy, practice, curriculum and/or policy. The faculty who participated in the Summer Institute selected a course and did a course transformation focused on pedagogy, curriculum, and policy. In addition, they had in-depth professional development on culturally responsive teaching and supporting specific populations such as students with disabilities, English Language Learners, LGBTQIA students, first generation students among other populations.
- Faculty and staff attended Community College of Baltimore County Culturally Responsive Teaching Conference, the Washington Regional Task Force on Reducing Campus Prejudice's day-long summit (held this year at FCC), as well as the National Conference on Race and Ethnicity (NCORE) among other professional development opportunities.

#### V. EFFORTS TO DESIGN AND CREATE POSITIVE INTERACTIONS AND CULTURAL AWARENESS

The College, in coordination with faculty, academic leaders, and members of the President's Diversity Advisory Committee, launched the Campus Book Discussion Series. Open to students, faculty, staff, and the public, the initiative was designed to engage the community in conversations about the social upheaval experienced in Baltimore, MD (and around the nation) after the death of Freddie Gray. Focusing on one book per semester, a team of faculty and staff facilitated a multi-session series that invited participants to discuss social, political, and cultural themes that resonated with students. All these activities are in concert with the State Plan and its emphasis on the importance of the higher education leadership for inclusion and diversity as it is clearly stated in this statement, "This hallmark of higher education institutional success needs to be coupled with student learning regarding free speech, individual rights, individual accountability and responsibility through civic engagement."

- The ODEI offered 20 professional development opportunities for faculty and staff. These sessions, ranging from 2-3 hours to full day engagements, covered a range of topics from facilitating difficult conversations, to understanding language in relationship to inclusion, to interrupting unconscious bias, to community care after difficult world events, to understanding inclusion when discussing different aspects of identity such as religion, race, disability, or language.
- FCC faculty and staff created a Global Learning Committee (GLC) as part of a global engagement strategic plan to replace the International Education Committee. The GLC

will focus on global engagement, awareness, skills, and knowledge in the curriculum, in the classroom, and beyond, to build the capacity of students to be globally *and* culturally responsive. While the International Education Committee previously focused on international travel for a small number of students, the Global Learning Committee is infusing global engagement in the curriculum to build the capacity of more students to critically think about and engage with the world.

- FCC secured a grant from *Bringing Theory to Practice* that supported training faculty and staff in intercultural facilitation. Two day-long trainings served over 60 faculty and staff and built capacity, knowledge, and skills around facilitating and co-facilitating difficult diversity conversations in the classroom and beyond.
- The College continued the Campus Book series with *Purple Hibiscus* by Chimamanda Ngozi Adichie in the fall and *Hillbilly Elegy* by J.D. Vance in the spring to strengthen students' abilities to discuss difficult diversity topics across difference. The fall 2017 and spring 2018 book discussions were well attended with participation of 376 students, 93 faculty and staff, and nine community members. Series facilitators and planners gathered evaluative feedback, which suggested that the discussion sessions and the themes of the books provided an opportunity for participants to explore complex issues, voice concerns, exchange ideas, and reflect on the impacts of injustice in their lives in the local community, and beyond. In particular, the results around building the following capacities were promising: “[the campus book discussion(s)] helped me to think about complex, controversial topics” and “helped me explore and challenge some stereotypes and biases.”

In addition to the above-mentioned activities, the Center for Student Engagement (CSE) collaborates with College constituents on initiatives involving students, faculty, staff, and community partners in the design and implementation of programs, events, activities, and experiences that support student learning, leadership, and service. Some CSE events that promote diversity and help students to identify and grow their identity of self and others include:

- Co-curricular programming including planned lectures, workshops, field trips, theater productions, movies and experiential opportunities that focus on social awareness, diversity, and cultural sensitivity and competency. These activities included on-campus voter registration, “Black in Latin America” discussion, The Laramie Project and discussion on LGBTQIA inclusion, Mental Health First Aid, Islamic Awareness Week among others.
- Student Food Pantry for those students who are in need of food and do not have the means to purchase sustenance on campus. The purpose of the pantry is to alleviate hunger so that students are able to focus on their studies. Students are allowed to visit the pantry once a day and take two items per visit. All food in the pantry is donated by employees of the College. The pantry was visited 2,979 times during the 2017-2018 academic year, which is an increase over previous years.



## **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 access of the College community to and engagement with programs, services, events, and/or opportunities that enhance the personal learning goals of everyone.

The first level of responding to incidents or behaviors that disrupt learning is through the use of the College “Student Behavior Incident Report Form,” which is available to all faculty and staff on the College public website, on Communication Central, and the College employee 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 Security website is available to the public and it provides guidance, support, and resources related to College 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**

In spring and summer 2018, FCC documented, reviewed, and formalized protocols for hate-bias incidents to strengthen how we prevent, report, and respond to incidents of hate/bias. The College prohibits hate/bias activities, including employing language or behavior that is intended to cause harm or threat towards a person based on 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.

### **How to Report a Crime**

To report a crime, individuals are directed to contact College Security 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 College Security with locating an individual in need of assistance.

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

## VII. 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:

- Developing a comprehensive College-wide Cultural Diversity Strategic Plan
- Reviewing the faculty hiring process and strengthening opportunities to recruit diverse applicants and hire and retain the most talented faculty who are responsive to our diverse students.
- Continuing to expand activities and initiatives for students, faculty, and staff to engage in dialogues on topics of diversity and difference.
- Evaluating diversity-related programs, services, and events.
- Assessing cultural competence within our general education curriculum.
- Strengthening global awareness, engagement, and skills of our students, faculty, and staff.
- Continuing to assess and comprehensively address persistence gaps in achievement by student groups to determine successful practices and opportunities for innovation.
- Continuing to enhance the employee development framework, and expand resources for faculty and staff development.

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

# **Garrett College**

# **Cultural Diversity Plan**

## ***2018 Update and Progress Report***

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

**July 17, 2018**

**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 subsequently broadened 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 and Institutional Goals, its Strategic Plan, its recruitment practices, and its goals for general education, student development, and the 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. Garrett College recently completed a review of its mission and goals in preparation for its upcoming self-study as part of the Middle States re-accreditation process. One of the outcomes from this review was recommended changes to the College’s mission statement in the form of some added wording. Following is the newly revised mission statement, with the added wording shown in italics. (The Garrett College Board of Trustees approved this revised mission statement at its April 2018 meeting.)

Mission Statement: Garrett College provides an accessible, quality, *and comprehensive educational experience* in a supportive environment to a diverse student population *in both traditional and non-traditional settings*. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world. *The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life*

The addition of a new concluding sentence, “The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life.” reinforces and better describes Garrett College’s commitment to the success and well-being of its students. 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 well behind the rates for the College overall, particularly with respect to completion, as the IPEDS data shown in Table 1 clearly indicate. Garrett College also uses the Performance Accountability Report (PAR) Minority Degree Progress Report to track data. However, it should be noted that these low completion rates are at least partially attributable to the relatively high number of student athletes transferring early in order to maximize their athletic eligibility, as is reflected by the significantly higher 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 and retention rates. The College has hired a new Associate Dean of Academic Affairs who is to start in July 2018. She will focus on developmental students, developmental courses, and adjunct faculty (who teach almost all of the developmental courses).

The president appointed an interim Dean of Student Affairs in April 2018. In his previous role as Director of the Library and Learning Commons, the interim Dean chaired the Student Experience Committee, which was charged with identifying the “pain points” that students may encounter through their life cycle at Garrett College, and with making recommendations for how those pain points could be eliminated. With his new appointment, the interim Dean is now in a position to implement those recommendations. While the Student Experience Committee’s recommendations are not specifically directed toward minority students, many, such as the recommendation to provide more engaging student activities, especially for students living in the residence halls (86% of whom are minorities), will ultimately improve minority students’ experiences at Garrett College, and should lead to increased retention and completion rates.

**TABLE 1**

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

Fall Cohort	African American		All Students	
	Graduation Rate	Transfer Rate	Graduation Rate	Transfer Rate
<b>2011</b>	5%	65%	23%	36%
<b>2012</b>	1.4%	57%	18%	36%
<b>2013</b>	5.6%	43.7%	25%	32%
<b>2014</b>	12.6%	53%	32%	31%

Challenges related to student retention and the root causes of retention issues are believed to be the biggest challenge facing the College at this time. The principal driver of the retention issue appears to stem from the lack of college readiness for a large part of Garrett College students, especially minorities. For the fall 2016 African-American first-time cohort, the fall-to-fall retention rate was 37% (well below the College’s 51% overall first-time student cohort fall-to-fall retention rate), a significant decrease when compared with the 47% reported for the fall 2015 African-American first-time cohort. It should also be noted that the College’s overall first-time student fall-to-fall retention decreased by 9%.

**Identification and assessment of diversity learning outcomes** –Over time, the College has taken several approaches to incorporating diversity into its curriculum. Diversity and cultural competency learning outcomes have been identified and these have been integrated with the

College's other General Education learning outcomes. As part of the College's General Education assessment process, these learning outcomes are assessed in various courses each fall and spring. Some curricular adjustments still need to be made in order to fully accommodate these cultural competency learning outcomes, and some of the assessment methods being used need to be modified to better pinpoint students' strengths and weaknesses.

**Continued training and other activities for faculty and staff to increase their cultural competency and improve their ability to recognize and appropriately 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 and/or differences regarding gender identity or sexual orientation are not always recognized or fully understood, nor do faculty and staff always know how to appropriately respond to or accommodate 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 diverse student populations and to respond more appropriately when faced with challenging situations. For example, faculty should have a greater awareness of some of the particular socio-economic issues that face many minority students and how those factors may affect their ability to learn or otherwise be successful. Such 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 in the minority; lack of college readiness, due to some students having not been properly prepared 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 those individuals do not look like them.

**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 because the total number of faculty and staff employed by the College is so 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 21% of the College's student population is Black/African American (fall 2017 data), at present, the College has no Black (African American) faculty members and only two Black/African American professional staff members. 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. The Director of Human Resources posts job openings on Diversity.com as one strategy to address this concern.

## **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:** Interim Dean of Student Services, Associate Dean of Academic Affairs, Director of Advising and Academic Success

**Timeline:** Reevaluate and refocus for fall 2018 with a new Interim Dean of Student Services and Associate Dean of Academic Affairs

Desired Outcome: Meet with the Interim Dean of Student Services, Associate Dean of Academic Affairs, and Director of Advising and Academic Success to establish goals, timeline, and data to track, as well as establish benchmarks. Determine Key Performance Indicators (KPIs), determine indicators to measure, and monitor. These will be tied into the Institutional Effectiveness Plan.

Outcome to Date:

**TABLE 2**  
**Minority Student Retention Rates and Number of Completers (IPEDS Data)**

Fall to Fall	Fall-Fall Retention Rate 1 <sup>st</sup> time cohort	% increase over FY 13	Fiscal Year Minority Completers	Fiscal Year African American Completers
2012-13	31.2%	Baseline	10	7
2013-14	39.8%	8.6%	13	9
2014-15	50%	18.8%	10	8
2015-16	48.4%	17.2%	28	18
2016-17	34.6%	3.4%	23	18

**Status:** *In fall 2010, the Crisis Assessment Response and Evaluation (CARE) 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 crisis intervention and any patterns of behavior that were likely to jeopardize an individual student's ability to achieve success.*

*To address the academic concerns of students, the staff of the College's Advising and Academic Student Success Center (AASC) established a manual "Early Alert" system to identify and follow up with those students whose behavior puts them at-risk academically. This system was introduced in fall 2015 and relied on faculty to email concerns directly to the AASC. In June 2016, the College switched to a new student information system (Jenzabar). The "Early Alert" system was then further enhanced with the introduction of the Jenzabar Early Alert and Retention Module in Spring 2017. On average beginning in 2015, the percentage of the student body receiving an alert ranged from 13% to 16% each semester; 87% of those students receive multiple alerts in the same semester. Of those students alerted, an average of 36.3% show some measure of improvement during the alerted semester, 32.5% are assigned the status of good academic standing at the end of their alerted semester, and 61.3% of alerted students are retained into the immediately following semester. Results after the first full year of Jenzabar Early Alerts and Retention implementation, student midterm deficiencies have decreased by 14.8% and reversing an increasing trend, residential student midterm deficiencies have decreased by 3.6% this spring, students landing in academic difficulty at the end of the semester have decreased by 2%, and students academically dismissed at the end of the semester have decreased by 3.5%. This is the lowest academic difficulty rate in 2 years. The AASC wishes to both continue and further enhance the use of the Jenzabar Early Alerts and Retention tool by continuing to assess short-term success indicators, beginning to assess long-term success indicators (retention, career GPA, graduation), providing professional development / training for student-facing staff and faculty, share success findings within the College, use retention modeling alongside scheduled automatic interventions, and introduce CARE Alerts to the Jenzabar Early Alerts and Retention tool format.*

**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: Interim Dean of Student Services; Athletic Director

Timeline: Fall 2012 and ongoing

Desired Outcome: By the end of FY2019, the retention rate will increase back to over 65% with a benchmark 75%. The Institutional Effectiveness staff will work with Athletic Director and Interim



Dean of Student Services to establish a completer measurable that ties to the Athletics Department's Unit-Level Institutional Effectiveness Plan.

Outcomes to Date: Tables 3 and 4 below show the retention rates and number of completers among minority athletes, and African American athletes in particular, over the last five years. These data show that with regard to retention, for both minority athletes and African American athletes, the original 15% target increase over FY13's baseline was not only met but also exceeded the target increase. On the other hand, the number of completers from both populations has varied from year to year, with no clear trends emerging. The number of completers from these two groups is typically very small, owing to the large number of athletes who transfer out prior to graduating in order to conserve their athletic eligibility.

**TABLE 3**  
**Minority Athletes Retention Rates and Number of Completers**  
**(Includes Nonresident Aliens and African American)**

Fall to Fall	Minority Athletes Retention	% increase over FY 13	Total Completers of Minority Athletes to graduate in current FY (they were an athlete in the FY that they graduated)	Completers from FA 1 <sup>st</sup> year athlete cohort as of Spring 2018*	Completers from FY 1 <sup>st</sup> year athlete cohort as of Spring 2018**
2012-13	43.5%	Baseline	5 (1 non-resident alien)	2 (1 non-resident alien)	3 (2 non-resident aliens)
2013-14	55.5%	12.8%	2 (2 non-resident aliens)	2 (non-resident aliens)	2 (2 non-resident aliens)
2014-15	65%	14.3%	4 (4 non-resident aliens)	6 (non-resident aliens)	7 (4 non-resident aliens)
2015-16	75%	21.4%	8 (3 non-resident aliens)	3 (3 non-resident Alien)	3 (3 non-resident aliens)
2016-17	53.3%	9.8%	5 (2 non-resident aliens)	2 (1 non-resident aliens)	2 (1 non-resident alien)
2017-18			3 (1 non-resident alien)		

\*There could have been students who were athletes in previous semesters but the number only captures if they were an athlete and graduated in that particular FY

\*\*Included spring because of baseball

**TABLE 4**  
**African American Athletes Retention Rates and Number of Completers**

Fall to Fall	African American Athletes Retention	% increase over FY 13	Total Completers of African American Athletes to graduate in current FY (they were an athlete in the FY that they graduated)	Completers from FA 1 <sup>st</sup> year cohort as of Spring 2018*	Completers from FY 1 <sup>st</sup> year Athlete cohort as of Spring 2018**
2012-13	33.3%	Baseline	3	1	1
2013-14	50%	16.7	0	0	0
2014-15	54.5%	21.2%	0	2	2
2015-16	71.4%	38.1%	3	0	0
2016-17	45.4%	12.1%	2	0	0
2017-18			1		

\*There could have been students who were athletes in previous semesters but the number only captures if they were an athlete and graduated in that particular FY

\*\*Included spring because of baseball

**Status:** *A special retention program for student athletes was initiated in fall 2011 and has undergone various refinements since then. Some of the refinements made this fiscal year, in conjunction with the Athletic Director's Institutional Effectiveness Plan's goals and objectives were: Added the position of Academic Athletic Coordinator to specifically monitor and track academic progress of athletes, especially those considered at-risk; coordinated specific tutor methodology for athletes as needed; conducted an "All Athlete team meeting" to discuss and engage athletes in cultural diversity, athletics and academic expectations and responsibilities; engaged all athletes in special offerings at the College regarding hazing, social media, abuse, cultural diversity among teams, etc.; Implemented and updated student athlete handbook, requiring all athletes to engage with instructors in terms of specific academic requirements, testing, homework and to monitor daily study hall requirements by sport; implemented student athlete engagement in community service projects; international student athletes presented information on their countries and their customs at local elementary schools; assigned athletes in dorms to specific tutoring in the dorms; added advising back into assigned coaches' duties in order to engage incoming athletes in the academic process and specific athletic career transfer requirements; encouraged student athletes to take part in student government with great success recently (including an athlete serving as SGA president in the 2017-18 academic year); added sports management academic program – after hearing from student athletes that this was a specific need for athletic career interests; worked with academic staff to continue to offer the academic bridge program over intersession, which was huge success for athletes participating in on-campus sports during intersession break; and hired a minority coach as part of full-time staff in order to better interact and engage with needs of minority students.*

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

**Responsibility:** Director of Advising and Academic Success, Associate Dean of Academic Affairs

**Timeline:** Ongoing

**Desired Outcome:** By the end of FY2019, the retention rate and number of completers among minority students will increase by 15% (as referenced to fall 2013 baseline data).

**Outcome to Date:** The data from Table 2, which appears on Page 4, have shown that in relation to both the retention rate and the number of completers, the 15% target was not only met but also exceeded. For FY16, the fall-to-fall retention rate for minority students increased to 48.4%, a 55% increase over FY13, and the number of minority completers increased to 28, a 180% increase from FY13.

**Status:** *The Advising and Academic Success Center (AASC) opened in September 2012. The Center provides academic advising support to 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. Additionally, academic support services and academic, career and transfer advising are available to all Garrett College students through the AASC.*

*As part of the greater Learning Commons initiative, the AASC's Tutoring Center was recently relocated into Garrett College's Library and Learning Commons. Through the Tutoring Center, the AASC offers a robust variety of Academic Support Services, available to all students. The Tutoring Center provides 60 hours of tutoring per week on the College's main campus. The center serves multiple subject areas and includes both peer and professional tutors. Tutoring is also provided regularly in the Residence Halls for approximately 20 hours per week. Online tutoring is also*

available to students. Tutors not only receive in-depth training, but also regular professional development and adhere to College Reading and Learning Association standards for tutoring. The Learning Commons, within which the AASC exists, is expanding services and looking for innovative ways to support the growing needs of all students. Between 2017 and 2018, the Learning Commons underwent a branding redesign, repurposed some spaces, and sought ways to provide intentional and thoughtful programming to students.

In 2017, the AASC led an initiative to improve engagement and retention of first-time, full-time students through an earn-while-you-learn incentive program: STARS – Striving Together And Reaching Success. The program requires students to achieve marked milestones and attend success workshops to earn a book stipend valued between \$200-\$300. Student Success Workshops, available to all students, include topics such as Study Skills, Career Assessment, Citations, Research, Financial Literacy, and more. The program boasts six completers (1 minority student) in the inaugural semester. Completers were then given the opportunity to compete for a second stipend; 5 out of 6 students completed a second time. The AASC is preparing for the launch of the second year of this program.

Since the opening of the AASC, the College has typically seen improvements in retention as well as a decline in the percentage of students who are on probation or academically dismissed (see Table 5). However, this spring, the College saw an increase in the percentage of minority students who are either on probation or academically dismissed (48% for spring 2018) compared with the College’s student population overall (19% for spring 2018). There are several committees looking at this increase to identify the cause and potential solutions.

**TABLE 5**  
**Percentage students on probation or academically dismissed**

Spring	Minority % on probation or academically dismissed	Overall Student population % on probation or academically dismissed
2013	46.4%	25.7%
2014	36.7%	20.7%
2015	31.5%	19.6%
2016	40.0%	21.9%
2017	42.9%	22.6%
2018	48.0%	19.0%

**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: Newly hired Associate Dean of Academic Affairs (to start FY19)

Timeline: Associate Dean of Academic Affairs will revise

Desired Outcome: ADAA to identify KPI’s, goals and outcomes in the Institutional Effectiveness Plan. The College will review historical and longitudinal data to establish performance measures.

Outcome to Date: Table 6 shows minority students’ success rates in developmental math and English courses from fall 2012 through fall 2017. While the actual success rates vary considerably from year to year, they are all higher than the 2012 baseline rates. Success rates in developmental math have shown the greatest improvement, with the success rate for developmental math reaching as high as 74% for fall 2015. However, for fall 2017, the success rate in developmental math was only 35.6%, and the success rate for developmental English

dropped to 46.25%. Both are below not only the fall 2012 baseline of 43.6% (Math) and 59.8% (English), but also show a major decline from prior years where there had previously been great improvement.

**TABLE 6**  
**Minority Students Developmental Math and English Success Rates**

Fall	Minority Cohort Developmental Math % Success	% increase compared to fall 2012	Minority Cohort Developmental English % Success	% increase compared to Fall 2012
2015	74.4%	30.8%	66.7%	6.9%
2016	58%	14.4%	62.9%	3.1%
2017	35.6%	-8%	46.25%	-13.55%

**Status:** *The College is evaluating its developmental education program to make it more effective and to reduce the amount of time students (~90% of our residence hall students are in at least one developmental course) must spend taking developmental coursework. Over the last couple of years, the College has offered summer refresher courses and with the aid of the First in the World Maryland Mathematics Reform Initiative (FITW MMRI) Grant, developmental statistics courses for non-STEM majors. In addition, the College redesigned the developmental reading program and reduced it to a single course effective fall of 2018. A new Associate Dean of Academic Affairs starts July 1, 2018. Her focus will be to evaluate our developmental program and determine a path forward. Many ideas such as co-requisite classes have been discussed, but the College leadership wanted to give her the opportunity to determine a path forward. She is also responsible to coordinating efforts of faculty and adjuncts who teach these courses.*

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

**Strategy 1:** 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:** Dean of Instructional and Institutional Effectiveness, Dean of Academic Affairs; Institutional Research and Effectiveness Coordinator; Faculty (Psychology and Sociology)

**Timeline:** Spring 2016 and ongoing

**Desired Outcome:** On assessments designed to evaluate attainment of cultural competence/diversity learning outcomes, 70% 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 three cultural competency /diversity student learning outcomes:*

1. *Students will demonstrate the ability to identify current global issues and problems from diverse perspectives.*
2. *Students will demonstrate intercultural communication skills by exhibiting an understanding of cultural differences and similarities.*
3. *Students will demonstrate the ability to apply their understanding of diverse perspectives by taking action to make a positive social impact in the community.*

*These learning outcomes are assessed as a component of the College’s process for assessing its general education program; they were assessed for the first time in spring 2017. The spring 2018 data and results follow. On course-embedded assessments, students performed well relative to all*

three learning outcomes (average for all three outcomes was 88%). Learning Outcome Number Three involves not only cultural competency, but service learning and civic engagement as well. For the 2017-18 academic year, 14.85% of Garrett College students participated in service learning/civic engagement activities. It should be noted that although more students participated in service learning/civic engagement during the fall 2017 semester, the 120 students only averaged 6 hours of active participation, whereas during the spring 2018 semester, the 73 students averaged 22 hours of active participation in service learning and civic engagement. (The national average for community college student participation ranges from 13%-15%.) In addition, 22% of the 2018 graduating class received recognition for participation in 50 hours or more of service learning/civic engagement activities (an increase of 11% from the 2017 graduation class). A Cultural Competency Survey has been developed for the purpose of more effectively assessing the learning outcomes associated with Cultural and Global Perspective. This survey was pilot tested in fall 2017 and starting in spring 2019, it will be administered to all graduating students.

**Strategy 2:** With assistance and participation from faculty, staff, and students, design and deliver cultural competency programming and training activities targeted to both residential and commuting students and aligned with the diversity/cultural competency learning outcomes outlined under Strategy #1 above.

**Responsibility:** Interim Dean of Student Services, Director of Student Development (formerly had been assigned to Vice President for Instruction and Student Services)

**Timeline:** Fall 2017 and ongoing

**Desired Outcome:** At least 60% of both residential and commuting students will participate in at least one cultural competency program and/or training activity each year.

**Status:** The VP for Instruction and Student Services has since left her position, but implemented these goals and objectives in the Student Life Institutional Effectiveness Plan. The Director of Student Development along with her staff, the Residence Hall Manager and Student Activity Manager, have delivered many programs and trainings this year. With respect to disabilities, staff discussed disability services with students and families during the Admissions Open Houses and New Student Advising Days. Staff attended the “We CARE” event for the 2<sup>nd</sup> year (April 27, 2017 & April 5, 2018) sponsored by the Garrett County Board of Education. Staff spoke to families of students currently in the county school system about the opportunities at Garrett College and the services that are available. Transition meetings have been held with Board of Education, Garrett College ADA staff, and incoming students to determine accessibility needs for fall 2018 (two were held at the College and one was held at the high school). Other activities included the following:

- Mandatory online (Blackboard) Cultural Awareness module for all new/incoming/full time students. (Development of this module began in August 2017; participation/completion rates are tracked through Blackboard.) For fall 2017, 225 out of 240 students completed the required training (= 94% completion rate). For Spring 2018, 27/42 completed the required training (= 64% completion rate).
- The Student Activities Office held monthly cultural diversity events for all students to attend.
- Two new clubs were formed that support cultural diversity – the American Association of University Women (AAUW) and the Gay Straight Alliance.
- Three faculty/staff members received “Safe Zone” training. These three staff members are certified to present “Safe Zone” training to faculty, staff and students, raising awareness around LGBTQ issues. Four students self-identified as transgender and have been receiving support services through CARE Team.

- *The Vagina Monologues were held for the first time at Garrett College in February 2018. The cast was comprised of faculty, staff, students and community members.*
- *Student Life staff members also made cultural diversity presentations to First Year Experience (FYE) classes in both the fall and spring semesters.*

*Activities planned for FY 2019 include the following:*

- *Begin developing additional outside programs/events around cultural awareness issues.*
- *Continue requiring that incoming students complete the Cultural Awareness module as part of the online Orientation process.*
- *National Coming Out Day events will be planned for October 2018.*
- *Student Activities and Student Life will be intentional about monthly cultural awareness activities offered to all students.*
- *Continue to discuss cultural diversity issues to students in FYE classes.*

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

**Strategy:** 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 recognize and appropriately respond to cultural differences.

**Responsibility:** Director of Human Resources, Dean of Academic Affairs

**Timeline:** Fall 2017 and ongoing

**Desired Outcome:** At least 80% of the full-time 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 FY2017-2020 Strategic Plan outlines the following goal and objective:*

**Goal 1.3: To provide opportunities for all students to receive a complete college experience.**

**Objective 1.3.2:** Develop and implement a plan for increasing the level of cultural competency among students, faculty, and staff.

*Currently, the Director of Human Resources is researching various cultural diversity training programs and trainers. As part of the Student Experience Committee's report, the Committee identified an issue with regard to communication, and how departments communicate with students. The question as to whether each student is communicated with the same level of respect and understanding was identified as a concern. Instead of investing in customer service training, the College leadership believes that providing faculty and staff with training focusing on cultural competency and communication styles and techniques will be more beneficial. Implementation is scheduled to begin in FY2019.*

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

**Strategy:** Advertise faculty and professional staff openings in publications targeting minority audiences, such as diversity.com.

**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 failed to achieve this outcome. While the College was able to hire a minority woman's basketball coach and residence hall manager, a minority faculty member and its Vice*

*President for Instruction and Student Services resigned to accept positions elsewhere. Nevertheless, the recruitment of minority faculty and professional staff, and Black/African American faculty and professional staff in particular, continues to be a goal. The Director of HR continues to advertise job postings on diversity.com. During the past fiscal year, the College has had several open positions, but very few qualified minority applicants.*

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

Garrett 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, and it has been very successful with respect to attracting and enrolling minority students. In fall 2017, minority student enrollment was 27%, which far exceeds the minority representation of Garrett County, which is only about 2%. The College will seek to maintain a minority population of at least 20% of its total student body. The College continues to focus its efforts on improving minority students' retention and completion rates, which tend to lag behind those of the College's overall student population, especially for Black/African American students, as was discussed earlier in this document.

Garrett College has been much less successful with respect to attracting and hiring minority faculty and professional staff. 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 by those percentages is very small, due to the College's small size. Some of the impediments to minority recruitment and retention are: (Please note that these are not limited to the minority experience.)

- Financial – limited recruitment budget, inability to offer competitive faculty and professional staff salaries, lack of monies ear-marked for diversity initiatives.
- Typically small applicant pool of qualified minority candidates combined with intense competition for those candidates.
- Location – relatively isolated, small, rural college town.
- Demographics – small, rural minority population. Surrounding area is predominately white.
- Lack of employment opportunities for spouse or partner.
- Lack of formal mentoring and retention efforts.

Despite these challenges, Garrett College remains committed to increasing the minority representation among its full-time faculty and professional staff.

### **IV. INITIATIVES TO INCREASE CULTURAL AWARENESS AMONG STUDENTS, FACULTY, STAFF, and COMMUNITY**

Garrett College is fully committed to fostering an environment that not only embraces and celebrates cultural diversity, but also one that ensures that all students are made to feel welcome and supported in their journey towards academic success. However, certain cultural and ethnic differences may not always be recognized or fully understood, nor do faculty and staff always know how to respond appropriately to such differences. In addition, the College recognizes that it

must provide faculty and staff with the information and ongoing training, as well as other learning opportunities such as open forums with minority students, necessary to ensure they are adequately equipped to assist all students in achieving success.

Garrett College is also working in partnership with the Garrett County Chamber of Commerce to develop various events designed to connect our out-of-area minority students with our local community, which should help will foster inclusion and acceptance. Some of the planned events include: a welcome reception on September 7<sup>th</sup> at one of the local businesses; tours of Garrett County that would assist minority students in acclimating to the area and seeing its natural beauty and all of the activities that Garrett County has to offer; and a student fair which would provide the Chamber and the College opportunities to make out-of-area minority students feel welcome and to possibly consider Garrett County as a potential permanent home after graduation.

## **V. PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES**

The process for reporting campus-based hate crimes is outlined below; however, the College's policy review group is currently working on a revised grievance process which may lead to changes in the process for next year. The occurrence of hate crimes is 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**

**June 2018**

## INTRODUCTION

Diversity may be defined in a variety of ways. For the purpose of this document, it is defined as the recognition, understanding, and appreciation of individual, group, and cultural similarities and differences that include, but are not limited to, age, abilities and disabilities, ethnicity, language, gender, races, national origin, religion, socioeconomic status, veteran status, and sexual orientation.

Diversity issues are integrated throughout various aspects of a campus environment and are themselves interconnected. Efforts to improve HCC's cultural diversity must be intentional and guided through strategic planning efforts, in order to ensure their effectiveness. HCC's strategic goals and the specific action plans implementing those goals help direct achievement and improvements in the institution's policies and procedures, towards realizing overarching values of equitable access and treatment as the foundation of campus life. The mere recruitment of a more diverse student body without attending to other aspects of the campus environment, such as intergroup relations, curricular relevancy, faculty and staff professional development, and diversifying faculty and staff, can result in challenges for traditionally under-represented student populations. 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 and learning, employment, and student success in general.

### **The College's Mission, Values, and Policy**

Cultural diversity, equality in education, and equal employment opportunities are integral components of the mission and purpose of Hagerstown Community College. The mission, values, and policy statements described below encourage and support diversity in the personal, professional, and scholastic development and enrichment of all those within 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.

#### ***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 2010 the Free Speech and Anti-Discrimination Policy. Committed to a policy of respecting cultural diversity and supporting interaction and dialogue, the College through this policy is proactively committed to preventing harassment and providing a learning environment which is receptive to all perspectives and backgrounds. Also addressed in the Code of Student Conduct, the College does not tolerate any language, action, or behavior that is hostile to other individuals or groups. In particular, 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 within the community, Hagerstown Community College takes seriously its commitment to recruit students and employees from diverse backgrounds. HCC's credit minority enrollment of 25.6 percent during fiscal year 2018 exceeded that of Washington County's minority population (approximately 20.2 percent). Though Washington County has become more racially and ethnically diverse over the last decade, it is still predominantly 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/racial group in the county.

**Table One**  
**Washington County, Maryland Population by Race and Hispanic Origin**

<b>Washington County, Maryland</b>			
<b>Population by Race and Hispanic Origin</b>			
		<b>Population</b>	<b>% of Total</b>
<b>Total Population (estimates, 2017)</b>		150,578	100.0%
<b>Race(s)</b>	White	125,732	83.5%
	Black/African American	17,166	11.4%
	Asian	2,861	1.9%
	American Indian/Alaskan Native	452	0.3%
	Native Hawaiian/Pacific Islander	151	0.1%
	Two or More Races	4,216	2.8%
<b>Ethnicity</b>	Hispanic/Latino	7,077	4.7%
<b>Minority Status</b>	White alone, not Hispanic or Latino	120,161	79.8%
	<b>Minority</b>	<b>30,417</b>	<b>20.2%</b>

Source: <https://www.census.gov/quickfacts/fact/table/washingtoncountymaryland/PST045217>  
Data as of 5/15/18

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

HCC's strategic plans have always incorporated goals and action plans for the attainment of a diverse student body and workforce. Through its annual unit planning and budgeting process, HCC continually revises its current strategic plan, adding and updating objectives and action plans as the institution's priorities adapt or expand. The College, through its 2022

Strategic Plan, addresses the importance of diversity and multiculturalism via most of its seven strategic goals (viz., #2, #3, #4, and #5), objectives, and action plans. In doing so, HCC continually works to improve its planning and evaluation model as well as bring about positive change related to improving cultural diversity among its students, faculty, and staff. Listed below each relevant goal of the 2022 Strategic Plan are updates regarding progress with impact on cultural diversity made since fiscal year 2017.

Institutional policy statements provide the background environment and a foundation for these plans. The Board of Trustees has established numerous policies to address issues of diversity, integrity and conduct, and respect across campus. These policies include: Admissions (Policy #3005); Institutional Student Learning Outcomes (Policy #4001); General Education (Policy #4010); Alternative Methods for Earning College Credit (Policy #4025); Student Organization (Policy #4036); Free Speech and Anti-Discrimination (Policy #4042); Academic Integrity (Policy #4045); Equal Employment Opportunity (Policy #5003); Discrimination and Harassment (Policy #5032); Opportunity Fund (Policy #6010); Expressive Activity (Policy #8068); and Sexual Harassment (Policy #8070A). Recognizing the importance of this topic, the Human Resources department has implemented an electronic version of annual recertification training on discrimination and harassment for all employees.

## **2022 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 (FY 18 – FY 22)
- 2.8b Promote multicultural sensitivity in the classroom among faculty and students (FY18 – FY 22)
- 2.8c Develop interactive teaching and learning models that expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, etc. (FY 18 – FY 22)
- 2.8d Develop new courses and update curricula to reflect a diversified world view (FY 19)
- 2.8e Exhibit a diverse representation of student and employee images in all advertising (FY 18 – FY 22)

### ***Accomplishments in FY 18 related to Cultural Diversity:***

- Recognizing the importance of embracing diverse cultures and perspectives in its core mission of instruction, HCC includes Diversity as one of its six general education categories, requiring that nearly all degree-seeking students take at least one three-credit course pertaining to this area of study. Examples of relevant course titles include Cultural Anthropology, Ethnic Voices in American Literature, World Regional Geography, Latin American History, World Religions, Diversity in a Technological Society, Diversity and Cultural Issues in Sports and Athletics, and Race and Ethnic Relations in the United States. More than 1,000 students enrolled in at least one Diversity-area course at HCC during fiscal year 2018.

- Student organizations oriented toward increasing awareness of diversity, ethnicity/races, and cultures include the Black Student Union, International Club, Pride Alliance, and Veterans' Club.
- The Continuing Education and Workforce Development division of the College continues to offer a Spanish Drivers Education course. Over 40 students registered for this training during fiscal year 2018.
- Course ELL-101, English Composition for English Language Learners, has been offered more frequently with a corresponding slight increase in enrollment.

**2022 Strategic Goal 3 – Strengthen Sustainable Enrollment Management Systems to Improve Student Retention, Program Completion and Student Success**

3.3 Develop and maintain proactive student services support and enrollment strategies to increase the number and diversity of student enrollments

Action Plans:

3.3a Monitor enrollment trends and develop recruitment strategies to address enrollment needs of veterans, for low-enrolled programs, STEMM curricula, and performing and visual arts programs (FY 18 – FY 22)

3.3c Develop strategies to continue the growth of minority student enrollments (FY 18)

3.3d Develop and maintain ESL/ELL curricula in adult literacy services, developmental, and college-level courses (FY 18)

3.3f Improve the yield rates from admitted to enrolled students to 58 percent overall, 55 percent minority and 60 percent for recent high school graduates (FY 18)

3.3j As part of recruitment, increase the amount and variety of student financial aid (FY 18 – FY 22)

3.3k Continue to provide financial literacy as part of loan counseling and present workshops to selected student groups (FY 18 – FY 22)

3.3p Partner with local and regional veterans' organizations to encourage use of credits and benefits earned while in service to complete associate's degree (FY 18 – FY 19)

3.3q Develop and offer an orientation course for veterans (FY 18)

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 that assist at-risk students (FY 19)

3.4c Implement marketing initiatives specifically targeted at underserved populations (FY 18 – FY 20)

3.4g Strengthen the ABE/GED/EDP programs (FY 18 – FY 22)

3.4h Expand credit and credit-free short term training programs for those entering the job market or making a career change (FY 18 – FY 22)

3.4i Review student markets to ascertain that appropriate programs and support services exist for each market (FY 19)

3.4j Continue to serve the prison populations at Maryland Correctional Training Center with college courses and adult vocational training (FY 18 – FY 22)

3.4k Enhance library and Learning Center support for adult literacy programs and ESOL (FY 18 – FY 19)

3.4l Improve HCC's social media marketing activities to increase enrollments by targeting student profiles that represent under-enrolled populations (FY 18 – FY 22)

***Accomplishments in FY 18 related to Cultural Diversity:***

- The College's minority student enrollment in fiscal year 2018 was 25.6 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 20.2 percent). Those of Black or African-American race (regardless of ethnicity or other racial heritage as well) comprised the largest portion of this group, with 15.4 percent of the College's enrollment. Those of Hispanic ethnicity, regardless of race(s), were the next largest category, with 6.7 percent of the College's enrollment.
- HCC's full-time Multicultural Recruiter position encourages prospective minority students to enroll in adult education courses, credit courses, or non-credit courses, and provides information on the College's various programs which serve and support these student populations.
- The Continuing Education and Workforce Development division continues to provide training and education for traditionally underserved populations (e.g., Spanish Driver's Education course, Microsoft Office Associate courses located at the Hagerstown Housing Authority, etc.).
- The Director of Financial Aid hosts multiple workshops each year for low income, at-risk students to encourage participation in higher education by covering federal and state financial aid programs, discussing concerns about loans and borrowing, and sharing important deadlines (e.g. for filing the FAFSA). Additionally, HCC has an additional source of student financial aid via its Opportunity Fund for those who do not qualify for Pell grants or who require additional financial assistance in the pursuit of a college credential.
- Events sponsored by HCC to promote multiculturalism and understanding throughout the year include the Martin Luther King, Jr. Celebration of Diversity; and co-sponsoring the annual Hagerstown Hispanic Festival, Chinese New Year Celebration, and Irish-American Heritage Celebration. Support for student diversity is also evidenced by a range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the Black Student Union, International Club, Pride Alliance, and Veterans' Club. The SGA Program Board sponsors activities related to Hispanic Heritage Month, Native American Heritage Day, and a Diversity Day that brings together and celebrates the many different cultures reflected across HCC's students.
- Two of the College's programs use a case management approach to help remove barriers to retention, program completion, and transfer (where desired), and to provide support and referral services for affiliated students. Both the Job Training Student Resources (institutionally-funded) and TRiO Student Support Services (federal grant-funded) programs work closely with at-risk students to help them persist in their education and deal with personal challenges that may affect their educational success. Both programs serve high-risk populations, of which over 30 percent are members of a minority group.
- In fiscal year 2019, the Adult Literacy Services department, which implements the adult education, GED, and EDP programs, and likewise enrolls a disproportionately high number of minority students, will also move towards a case management model.
- The College's administrative reorganization to address enrollment growth, sustainability, and student success, including enhancements to support a diversified set of programs and services to serve various subpopulations of students continues to evolve, with overall credit enrollment increasing in Fall 2018, relative to a year earlier (based on the most

recent data available). Indeed, at this time, the College's minority population has increased by more than ten percent as compared to a year ago.

#### **2022 Strategic Goal 4 – Expand Community and Workforce Development, 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 (FY 18 – FY 22)
  - 4.4c Continue to collaborate with local social service agencies in recruiting students and providing for their education needs (FY 18 – FY 22)
  - 4.4e Identify and market credit-free career training courses appropriate for veterans and get approval for VA funding for new HCC programs (FY 18)
- 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 (FY 18 – FY 22)
  - 4.5c Plan and sponsor community information forums on issues facing the HCC service area (FY 19)
  - 4.5d Continue to provide regional leadership for the annual Martin Luther King/Diversity Celebration on the HCC campus and plan activities throughout the year that promote multiculturalism (FY 18 – FY 22)

#### ***Accomplishments in FY 18 related to Cultural Diversity:***

- HCC provides county leadership for the annual Martin Luther King, Jr. Diversity Celebration, which has been held annually on campus in January 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. In one recent award year, nearly \$2,000 in scholarship money was distributed.
- HCC's GED program enrolls approximately 50 percent minority students.
- With the efforts in fiscal year 2018 of the College's Veterans Recruiter/Advisor, HCC's veteran enrollments are showing sizeable increases compared to the previous year.
- HCC continued to partner with the Washington County Department of Social Services (WCDSS) to provide case management, needs assessment, and job training for able-bodied adults without dependents who were participating in the Food Supplement Program, towards those participants being able to obtain employment. More than 40 students completed an intake for this program during fiscal year 2018. Several additional WCDSS clients were funded, in collaboration with HCC, to receive training through DLLR's Employment Advancement Right Now transportation grant.
- HCC's College for Kids program provides grant- and business-funded courses in Science, Technology, Engineering, and Mathematics for middle-school females, to encourage them in pursuing education and careers in those fields as adults. In 2018, there were a total of 29 students who enrolled in these courses.

- In April 2018, HCC hosted a free community event promoting awareness of the opioid epidemic that is affecting both the nation and the HCC service area in particular. In September 2018, HCC will participate in the Washington (County) Goes Purple initiative, which is also focused on raising awareness of the effects of substance abuse in the local community.

## **2022 Strategic Goal 5 – Improve Human Resource Development Systems, Practices, and Procedures**

- 5.1 Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff who are lifelong learners  
Action Plans:
- 5.1b Continue annual recruitment visitations to historically black institutions (FY 18)
- 5.1c Incorporate Hispanic culture and language into the College’s professional development program (FY 19)
- 5.1e Refine and add more online components to the new employee orientation (FY 19)
- 5.3 Promote and provide professional development opportunities to enhance employee performance  
Action Plans:
- 5.3c Offer on-going harassment prevention training workshops for supervisors and all employee groups (FY 18 – FY 22)
- 5.3f Develop and promote civility and multicultural awareness for all employee and volunteer groups (FY 18 – FY 22)
- 5.5 Maintain human resources policies and procedures that meet legal requirements and communicate with employees any changes, deletions, additions or revisions  
Action Plans:
- 5.5b Audit approved policies and procedures to ensure the language is compliant with current federal and state mandates (FY 18 – FY 22)

### ***Accomplishments in FY 18 related to Cultural Diversity:***

- In Fall 2017, four (5.2 percent of) full-time faculty identified themselves as minorities. This quantity has remained fairly stable due to the relatively small and constant number of full-time faculty, although it is projected to increase slightly in Fall 2018. Amongst full-time non-faculty employees, 9.2 percent identified themselves as minorities in Fall 2017, which has remained relatively constant over the past few years.
- 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 fiscal year 2018 was 25.6 percent, exhibiting a higher extent of ethnic and racial diversity than found in the county (approximately 20.2 percent). Single-race, non-Hispanic Black/African American students, the largest minority group on campus, comprised 12.2 percent of all FY 18 enrollments; or 15.4 percent if including those of Hispanic ethnicity and/or of multiple races. Additionally, Hispanics/Latinos of any race(s)



comprised 6.7 percent of enrollment, which is two percent higher than their proportion in Washington County. Table Two depicts unduplicated headcount credit enrollment by race(s) and ethnicity for fiscal year 2014 through 2018.

**Table Two**  
**Fiscal Year Credit Enrollments by Race(s), Ethnicity, and Minority Status**

<b>Hagerstown Community College</b>							
<b>Fiscal Year Credit Enrollments by Race(s), Ethnicity, and Minority Status, FY 14 – FY 18</b>							
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>% Change FY 14 - 18</b>
<b>Total Headcount</b>		6754	6488	6007	5794	5760	-14.7%
<b>Race(s), Any Ethnicity</b>	White	5321	5027	4677	4422	4364	-18.0%
	Black/African American	727	723	615	686	704	-3.2%
	Asian	129	143	140	139	135	4.7%
	American Indian/Alaskan Native	30	27	22	23	21	-30.0%
	Native Hawaiian/Pacific Islander	14	16	14	14	13	-7.1%
	Two or More Races	239	266	284	272	277	15.9%
	Unknown/Not Reported/Indeterminate	294	286	255	238	246	-16.3%
<b>Ethnicity</b>	Hispanic/Latino	338	375	346	374	387	14.5%
<b>Minority Status</b>	Non-Minority	5041	4723	4382	4140	4053	-19.6%
	Minority	1428	1484	1364	1439	1472	3.1%
	Indeterminate	285	281	261	215	235	-17.5%
<b>Minority % of Credit Students</b>		<b>21.1%</b>	<b>22.9%</b>	<b>22.7%</b>	<b>24.8%</b>	<b>25.6%</b>	<b>20.9%</b>

Source: Office of Planning and Institutional Effectiveness, 6/19/2018

Increasing the number and diversity of student enrollments remains an important part of HCC’s success. In accordance with federal regulations under the Higher Education Opportunity Act, institution-wide assessment information, which includes diversity-related topics, is available to current and prospective students through the public disclosure page of HCC’s website. A full-time position in the Student Services division is dedicated to outreach and recruitment of minority populations. The Multicultural Recruiter, who is Hispanic, visits all local high schools, including meeting with students taking 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 as well as adult education and literacy services. Regular and ongoing events sponsored by HCC to promote multiculturalism and diversity include the Martin Luther King, Jr. Celebration of Diversity, co-sponsorship of the annual Hagerstown 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 College’s Student Activities Office, which include the Black Student Union, International Club, Pride Alliance, and Veterans’ Club. In addition, a Diversity Day event was held in the Spring 2018 semester that brought together and celebrated the many different cultures represented by HCC’s students.

Two of the College’s departments presently use a case management approach to help remove or overcome academic, financial, and personal barriers to students’ success. Both the Job Training Student Resources (institution-funded) and TRiO Student Support Services (federal

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 over 30 percent are members of a minority group.

Amongst those students who took non-credit classes at HCC in fiscal year 2018, the proportion who were members of a minority group was comparable to credit students. The Continuing Education and Workforce Development division, in conjunction with the Adult Literacy Services program, also offered programs to serve underrepresented populations. These programs included case management and job training for Washington County Department of Social Services clients, as well as providing Microsoft Office Associate courses at the Hagerstown Housing Authority. While approximately half of the students in the GED/EDP preparation program offered at HCC are members of a minority group, it is hoped that the movement towards a case management model for this program as well will enhance and facilitate the participating students' achievements.

The Director of Financial Aid hosts multiple workshops for low income, at-risk students selected by high school counselors. This outreach effort is designed to encourage participation in higher education by explaining the existence and eligibility details for federal and state financial aid programs, addressing questions and concerns about borrowing money, and important deadlines. The results of these efforts are demonstrated by an increase in the unduplicated numbers of minority students receiving financial aid as seen in Table Three. In fiscal year 2017, for the fourth consecutive year, nearly 70 percent of all enrolled minorities received some form of financial aid. Interestingly, the gap between minority and non-minority students receiving some form of financial aid has closed considerably in recent years. In fiscal year 2013, 65.2 percent of minorities received financial aid, compared to 54.5 percent of non-minorities (a 10.2 percent difference). In fiscal year 2017, the gap closed to just 2.1 percent, with 68.5 percent of minorities and 66.4 percent of non-minorities receiving some form of financial aid.

**Table Three**  
**Students Receiving Financial Aid by Race(s), Ethnicity, and Minority Status, FY 2013 – FY 2017**

HAGERSTOWN COMMUNITY COLLEGE											
Students Receiving Financial Aid by Race, Ethnicity, and Minority Status											
		FY 2013		FY 2014		FY 2015		FY 2016		FY 2017	
		Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid
<b>Race</b>	White	5537	54.4%	5321	61.1%	5027	66.4%	4677	66.4%	4422	66.4%
	Black/African American	832	73.9%	727	74.1%	723	74.8%	615	75.0%	686	68.5%
	Asian	149	43.6%	129	48.8%	143	56.6%	140	52.9%	139	60.4%
	American Indian/Alaskan Native	39	61.5%	30	70.0%	27	77.8%	22	68.2%	23	73.9%
	Native Hawaiian/Pacific Islander	17	41.2%	14	71.4%	16	18.8%	14	35.7%	14	57.1%
	Two or More Races	222	59.9%	239	77.8%	266	71.4%	284	72.2%	272	78.7%
	Unknown/Not Reported/Indeterminate	297	55.6%	294	58.5%	286	62.6%	255	58.8%	238	63.0%
<b>Ethnicity</b>	Hispanic/Latino	342	56.7%	338	64.2%	375	66.7%	346	64.5%	374	65.2%
<b>Minority Status</b>	Non-Minority	5265	54.5%	5041	60.7%	4723	66.3%	4382	66.0%	4140	66.4%
	Minority	1547	65.2%	1428	70.0%	1484	70.0%	1364	69.3%	1439	68.5%
	Indeterminate	281	52.0%	285	63.2%	281	65.8%	261	67.0%	215	66.5%
<b>Total</b>		<b>7093</b>	<b>56.7%</b>	<b>6754</b>	<b>62.8%</b>	<b>6488</b>	<b>67.1%</b>	<b>6007</b>	<b>66.8%</b>	<b>5794</b>	<b>67.0%</b>
<i>Office of Planning and Institutional Effectiveness, 5/15/2018</i>		<i>Source: MHEC FAIS Reports, FY 2013 - 2017</i>									

## **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 facilitator in providing diverse social, cultural, and educational experiences. HCC's mission statement makes specific reference to this principle, which is included throughout the College's strategic plans. In the 2022 Strategic Plan, improving diversity among employees remains a targeted area for improvement (Goal 5.1). Vacancies in faculty and administrative positions are typically advertised through minority-focused resources such as Minority Resources Edition of Equal Employment and Civil Rights Journal, and National Minority Update. Additionally, the Human Resources (HR) Recruitment Specialist attends job and career fairs which typically attract large numbers of minorities at locations such as Bowie State University, Morgan State University, Coppin State University, and Fort Detrick, Maryland.

HCC is beginning to benefit from the aforementioned recruitment efforts to hire a more-diverse faculty body, in order to provide role models and supportive faculty advisors for the College's increasingly diverse student population. According to the Fall 2017 Employee Data System report submitted to MHEC, 8.1 percent of all full-time employees identified themselves as a member of a minority group. Amongst full-time faculty, there were four minorities (5.2 percent), which has been consistent over the past three years, but is expected to increase in Fall 2018. Of all non-faculty full-time employees in Fall 2017, 19 (9.2 percent), were minorities, a percentage that has remained mostly unchanged over the past several years. Facing the challenge of recruiting full-time faculty and administrators of various origins and backgrounds to help continue the establishment and maintenance of a culturally diverse environment is an institutional priority. The region in which the College is located lacks cultural and ethnic opportunities, as well as the significant professional minority population found in more 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 the utmost concern to HCC. Hate crimes manifest evidence of prejudice based on race, religion, sexual orientation, gender, gender identity, disability, ethnicity, or national origin. As part of 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 U.S.C. § 1092(f), "The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." The report enumerates policies, services, and procedures designed to provide a safe environment and set a standard of conduct which is conducive for a safe college campus. The Clery Act mandates the manner in which statistics are collected and the format in which statistics are published. The categories related to hate crimes on campus include race, gender, religion, sexual orientation, ethnicity, and disability. Since the implementation of the Clery 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. 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 10, 2018**

This progress report on Harford Community College's plan to improve cultural diversity is submitted as required by Education Article, §11-406.

**A Summary of the Institution's Plan to Increase Cultural Diversity**

Harford Community College has valued diversity since its inception 60 years ago. The HCC Cultural Diversity Committee, created in 2012, was formed with the following specific purposes:

1. Review and update the College's Plan for a Program of Cultural Diversity, as required by MHEC;
2. Assess the College's progress toward achieving the goals and implementing the plan;
3. Complete required annual reporting by stated due dates for Board of Trustees approval (MHEC progress report);
4. Identify those programs/services/activities that can have the greatest possible impacts on campus cultural diversity and recommend how our resources might best be utilized and coordinated to fulfill the campus cultural diversity plan;
5. Identify barriers to achieving greater success in fulfilling the cultural diversity plan and provide recommendations on how the College can overcome those barriers;
6. Assist in the preparation of funding requests to support cultural diversity activities;
7. Work with governance committees/councils, departments and offices on promulgating positive cultural diversity practices;
8. Serve as a clearinghouse and communications center for activities relating to cultural diversity on- and off-campus.

The CDC Committee's most recent *Plan for Improving Cultural Diversity, 2017-2020*, was developed based on past plans as well as assessing current needs on campus. The plan simplifies and streamlines the efforts to improve cultural diversity by proposing the following two goals; while there is no specific goal with respect to recruiting and retaining highly qualified, diverse employees, the Cultural Diversity Committee strongly supports this, will remain updated on progress in this area, and will add a strategy to address this as needed. Each of the two goals is supported by a series of strategies in order to achieve progress.

In 2017-2018, the Cultural Diversity Committee had a change in faculty and staff leadership, but great strides were made to meet the goals of the new plan.

***GOAL 1: Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on deliberate civility reflective of Harford Community College Values.***

***Strategy 1: The Committee plans to offer regular professional development for faculty and staff in critical areas to include Safe Zone training (all employees should have basic training),***

*culturally responsive instructional methods, closing achievement gap, and in critical emerging diversity issues.* Safe Zone Committee members also serve on the Cultural Diversity Committee, and they are planning to work with the college's Center for Teaching and Learning to offer two levels of Safe Zone training to faculty; in addition, the CDC wrote a June 2018 article for The Parliament Call campus newsletter on the topic of Safe Zones. The Committee has also offered five Gathering In sessions (discussed in more detail below) for faculty, staff, and students regarding the achievement gap and equity in higher education. More sessions, in which open discussion is encouraged and promoted, are planned for the 2018-2019 academic year. The Committee will also maintain a subcommittee called the Cultural Diversity Think Tank for their recommendation of emerging issues. For example, the Think Tank keeps track of issues of local and national importance which it believes the Committee should bring to the attention of the campus community.

Strategy 2: *The Committee works to increase opportunities for dialogue on critical cultural diversity issues through a variety of programming.* It encourages and supports discussion on current topics pertaining to cultural diversity. The Committee continues to offer as well as co-sponsor rich co-curricular opportunities that enrich the cultural diversity of our campus, but it also seeks to improve the coordination and communication of these events between all divisions offering these events, including Student Affairs and Academic Affairs. The Committee has launched a "Cultural Diversity Corner" monthly column in The Parliament Call, the newsletter of the Office of Academic Affairs, in which it defines terms such as "equity" and "microaggressions" for its campus readership. In addition, the Committee offers professional development sessions for faculty on issues of diversity; at least one session is offered at the Professional Development Day for faculty at the beginning of the fall and spring semesters, and more are being planned in conjunction with the Center for Teaching and Learning Excellence (CETL).

Strategy 3: *The Committee strives to work with faculty to embed diversity in curriculum to help students to think globally, reinforcing the importance of factual information.* It works with the Accessibility Committee to be proactive in establishing and supporting the implementation of Universal Design for Learning on campus. It also focuses on one country each year and helps faculty bring issues related to that country into their classes; for example, the upcoming year country of focus is Syria, and the Committee will hold a professional development session to help faculty access data, fact sheets, LibGuides, and other tools to embed issues of Syria into their classes.

Strategy 4: *The Committee seeks to define and support mechanisms for augmenting student engagement in issues of diversity.* The Committee has held an informational meeting about the College's new status as an Achieving the Dream (ATD) campus. It plans to work with the administration to implement the goals of the program. For example, one of the 7 ATD capacities is "equity," an area in which the Committee plans to work and collaborate with other constituencies on campus. For example, HCC plans to administer the ATD Institutional Change Assessment Tool (ICAT) assessment in the fall 2018 semester in order to understand better our current level of capacity in each of the seven areas identified by ATD. In addition, the Committee is also planning a campus-wide fall 2018 survey of students to assess their awareness and/or concerns of diversity on campus.

**GOAL 2: Employ a variety of assessment methods to understand the campus cultural diversity climate.**

Strategy 1: *The Committee will employ a follow-up campus wide survey to understand the campus climate; we will compare new results to results of the previous survey.* The Committee has drafted the survey, relying on research about surveys conducted by other campuses, and will implement it in Fall 2018. The majority of questions remain the same from the first survey in order to better determine whether or not progress has been made in the intervening time.

Strategy 2: *The Committee will work to add cultural diversity climate questions to the graduation exit survey in order to assess the experiences of graduating Harford Community College students.* The Committee has discussed this goal and will work actively with the administration in the fall to make progress on it.

Strategy 3: *The Committee will work with others on campus to establish a process for capturing and responding to information on campus cultural diversity climate incidents.* The Committee has an agreement with the campus Public Safety Director to funnel news about hate crimes incidents to the Committee in order to track whether trends on campus are emerging.

### **Efforts to Increase Representation of Underrepresented Students, Staff and Faculty**

Harford Community College values diversity among its students. Our goal is to serve the diverse needs of the county's population through our credit and noncredit programs.

The MHEC Performance Accountability Report (PAR) provides the following assessment measure regarding the diversity of the student population at HCC. The nonwhite service area population in July 2016 was 20.9%.

The minority student enrollment compared to service area population has grown from Fall 2013 to Fall 2016. In Fall 2013, the number was 24.6%, and that grew to 28.1% in Fall 2016 despite a decrease in overall enrollment across the college. The benchmark for 2020 is 26.5%, which was surpassed.

The percent of nonwhite continuing education enrollment has also grown. In 2013, that number was 16.1%, which has grown to 18.1% in 2016. The benchmark for 2020 is 16.5%, which has been surpassed. In other words, the number of nonwhite students, both credit and noncredit, has increased steadily despite a decrease in the overall college enrollment numbers.

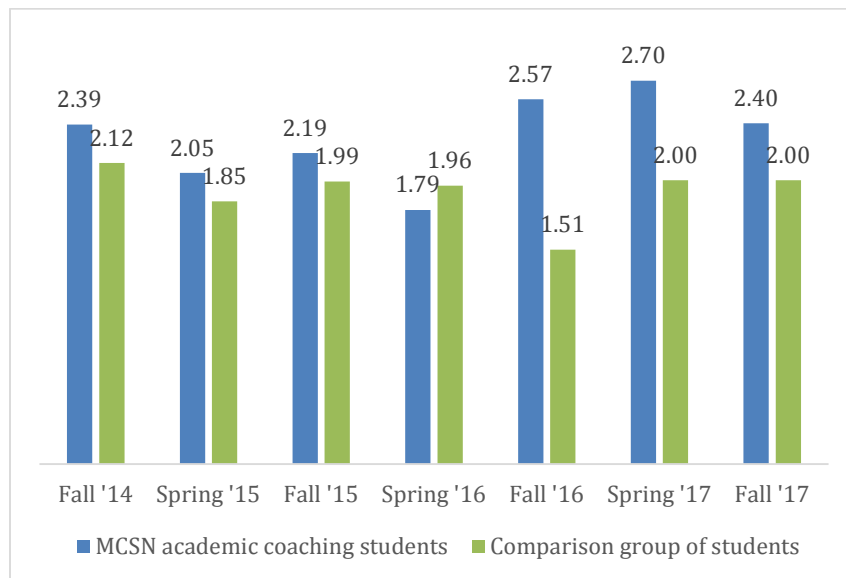
In the past several years, many efforts have been made to ensure the success of students from underrepresented minority groups. **My College Success Network** is a network of services, events, staff, and faculty geared toward empowering and supporting African American students. The Network was implemented 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 are assigned to a Student Success Advisor. The Student Success Advisor

provides academic, career, and transfer planning services to students in all majors. Students within the network who require one to three 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 as a series of individualized, one-credit courses, Success in College and Beyond, and Personalized Career Exploration. Scholarship money was allocated to cover the academic coaching course tuition and fees so that students do not need to pay for the course. All students in the Network are also connected to cultural programming coordinated through the Soar2Success Program, offered through the Office of Student Life.

Since the inception of the program, students who participated in the My College Success Network academic coaching program earned higher GPAs than the comparison group with the exception of spring 2016 which was the smallest coaching class to date (27 students) due to the resignation of an academic coach in January 2016:

### My College Success Network Student Academic Achievement

Cohort	Fall '14	Spring '15	Fall '15	Spring '16	Fall '16	Spring '17	Fall '17
MCSN academic coaching students	2.39	2.05	2.19	1.79	2.57	2.70	2.40
Comparison group of students	2.12	1.85	1.99	1.96	1.51	2.00	2.00



In addition, retention rates for MCSN students also show promise in that the retention rate for the academic coaching cohort exceeds that of the comparison group:



### My College Success Network Retention Rates

Cohort	Timeframe	Retention Rate
MCSN academic coaching students	Fall '14-Spring '15	93%
All new HCC African-American students		73%
All new HCC students		78%
MCSN academic coaching students	Fall '15-Spring '16	90%
All new HCC African-American students		72%
All new HCC students		80%
MCSN academic coaching students	Fall '16-Spring '17	83%
All new African-American Students		75%
All new HCC Students		80%
MCSN academic coaching students	Fall '17-Spring '18	76%
All new African-American Students		70%
All new HCC Students		81%
MCSN academic coaching students	Fall '14-Fall '15	54%
New African-American students		42%
MCSN academic coaching students	Fall '15-Fall '16	43%
New and continuing African-American students		38%
MCSN academic coaching students	Fall '16-Fall '17	50%
New African-American Students 1-3 Transitional Need		49%

My College Success Network (MCSN) increased student engagement opportunities by adding peer and faculty mentoring, co-curricular learning experiences, and student travel into the program of services. MCSN students in their first semester of academic coaching participated in peer mentoring sessions to promote a sense of belonging and connectedness at HCC. Students in their second semester of academic coaching selected a faculty mentor to discuss career aspirations and goal setting. MCSN students participated in Black Minds Matter, an online, free course developed by Dr. J. Luke Wood from San Diego State University. The eight-week course unpacked the parallels between the Black Lives Matter movement and inequities in education and other aspects of society. MCSN partnered with Soar2Success and Student Activities to encourage student travel to the National African American Museum in Washington, D.C., Black, Brown and College Bound in Tampa Florida, Student Advocacy Day in Annapolis, and the Maryland Male Students of Color Summit which will be rescheduled due to inclement weather.

Career Services and the My College Success Network are co-sponsoring a new program titled “**Making Career Connections and Meeting People**” series designed to empower students of color to be more informed about future career opportunities. The main goal of this program is to assist students who seek career clarity and ensure that students of color are tuned into the extensive network of Harford County employers. Employers have been invited to participate. Further partnership between Career Services and My College Success Network includes the creation of a transferrable skills workshop series where MCSN students learn from a career

advisor about how to market their skills and strengths as they seek opportunities in their chosen career fields.

Harford Community College values diversity among its faculty and staff. In total, of the 996 college employees (staff, administrators, and faculty), 14.3% are minorities. As a college, we continue to work towards the goal of increasing this number. We have set a benchmark of 20% by Fall 2020.

Employee Class	Caucasian		Minorities		TOTAL
	#	%	#	%	
Admin	28	90.3%	3	9.7%	31
Credit Faculty	289	90.6%	30	9.4%	319
Noncredit Faculty	100	92.6%	8	7.4%	108
Staff	437	81.2%	101	18.8%	538
<b>TOTAL</b>	854	85.7%	142	14.3%	996

Human Resources continues to use targeted advertising both for under-represented groups and field-specific searches. The College routinely purchases online posting enhancements to reach diversity candidates. Examples include HigherEdJobs.com’s Diversity and Inclusion e-mails, weekly e-mails sent to more than 330,00 job seekers, and Social Media Upgrade; and *The Chronicle of Higher Education’s* Diversity Network, which includes listings on sites such as DiversityandCareer.com, Diversity.com, and DiversityJobs.com. Further, the College recently renewed 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 finalists for employment consideration and provides review and oversight for all hiring and promotion decisions to ensure fairness, equity, and commitment to the College’s principles of diversity. The percentage of the College’s internal promotions filled by non-white employees has 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 for interviews by the search committees and makes recommendations to expand gender, age, and ethnic diversity

when appropriate. The Human Resources Specialist meets individually with Search Committee Chairs to provide training on the College's search process and online tools. Training includes encouragement to include a diverse group of individuals to serve on search committees to demonstrate a commitment to inclusion and educational equity.

### **Efforts to Create Positive Interactions and Cultural Awareness**

Harford Community College has a very active and successful Soar2Success Program, which helps students of color succeed in their studies and in college life. Some of their activities and events over the 2017-2018 academic year include:

- Students have been afforded several opportunities to participate in local and national conferences one of which included, "Black, Brown and College Bound," held in Tampa FL. The conference theme and workshops focus on retention and persistence of males in academia. Upon their return, attendees shared their experience with the campus community via a Student Symposium sponsored by the Humanities Division
- The *Film for Thought* series included several documentaries and biopics. Of special note, shown was the Academy award winning film *Moonlight* pertaining to the rarely seen experience of being black, male and member of LGBTQ community. S2S supported the Rainbow Alliance screening of the National Geographic documentary *Gender Revolution*. Both were shown as part of National Coming out events.
- The documentary *Paris Noir: African Americans in the City of Light* highlighted the indelible African American influence on French culture. Highlighted were the lives of poets, writers, intellectuals, artist, musicians that included Lt. James Reese Europe, Sidney Bechet, Langston Hughes, Claude McCay, Negritude Movement Founders Leopold Senghor and Aime Cesaire, Josephine Baker, Edmonia Lewis and others.
- The film which garnered the most views with more than 300 people attending the screening was *Walking While Black: L. O. V. E. Is The Answer*. Focused on the relationship between police and black communities around the country, the filmmaker A.J. Ali was joined by a panel of community and faith leaders. The film series concluded with the biopic *Marshall* based on the early legal career of Supreme Court Justice Thurgood Marshall.
- The most honored guest was civil rights legend Rev. Dr. Cordy Tindell Vivian. A strategist for the Southern Christian Leadership Conference and advisor to Rev. Dr. Martin Luther King Jr., Vivian began his career of activism in the 1940's. He was on the front lines of efforts to desegregate public facilities across the south. Vivian was the featured speaker for Black History Month. Dr. Vivian was presented with thank you letters from students, local clergy and the fraternal brothers of Alpha Phi Alpha. Among the co-sponsors for this event was HCC's Diversity Committee.

- In celebration of Women’s History Month, Traciana Graves presented the lives of several local, national and international women including visionaries such as Harriet Tubman, Frida Kahlo, Rosa Parks, Sr. Theresa, Malala Yousafzai, Adrienne Rich, Maya Angelou and others. Explored were the challenges, achievements and legacies of each woman who used their voice to create a more tolerant, equal society for people of all backgrounds.
- *Con Much Sabor: Conversacion Entre Amigos* is a biweekly series of discussions designed to engage Latino/Latina students. Topics range from the image of Latino’s in popular media and surnames to life in Latin America and Cinco de Mayo.
- During the fall “Harford Festival” and the spring Student Orientation community members and students were able to participate in an activity titled “What Color is in Your Cup?” The activity provided a visual snapshot of the diversity (or lack thereof) in a participant’s life.
- In addition, during Student Orientation held in August and January, students were given the task of matching fictional students who possessed multiple identities with services available on campus.

The **Cultural Diversity Committee**, under new leadership, has worked hard to nurture awareness of the value of cultural diversity on our campus in many ways.

- Beginning in the spring 2018 semester, the Committee has contributed a regular column, titled “**The Cultural Diversity Corner**,” to the monthly faculty newsletter, *The Parliament*. Topics of the columns have included “microaggressions” and “equity in education.” Each column offers an explanation of the topic, examples of how they affect students and campus life, research about the issue, as well as “thoughts for reflection” in terms of real-life scenarios in the classroom, as a way to foster further discussion.
- The Committee has also started to plan for a major fall 2018 event, a guest speaker to talk about issues of equity in education and how it impacts student success, especially for students from underrepresented minorities.
- The Committee has also continued its sponsorship of a “**country of focus**” for every academic year. The 2017-2018 country of focus was Syria, which allowed the Committee to discuss issues such as the refugee crisis, immigration, and Islamophobia in America. A professional development session, to help faculty incorporate themes related to Syria in their curriculum, was planned for the all-faculty professional development session.

### **Other Initiatives Supporting the Cultural Diversity Plan**

HCC’s Cultural Diversity Committee has sponsored a series of discussions titled “**Gathering In**.” The phrase “Gathering In” was originally coined by the college’s president, Dr. Dianna G. Phillips, after a February 2017 webinar on equity and inclusion. After the tragic events unfolded at the University of Virginia in Charlottesville in August 2017, a diversity and inclusion statement was created by members of our campus community and publicly shared by Dr.

Phillips. The statement acknowledges our responsibility to provide a safe and welcoming environment at Harford Community College:

*As the anchor institution for higher education in Harford County, Harford Community College embraces equity and inclusion as guiding principles for best serving our students and all Harford County residents. Collectively, we benefit from the collaborative learning environment that is fostered when everyone's unique voices and life experiences are welcomed. Our policies, practices, and pedagogies are designed to create a pluralistic environment that is free from intolerance and honors our College's values. Through education and awareness, we empower members of our community to contribute to the advancement of social justice in our global society.*

During the fall 2017 semester, the Cultural Diversity Committee sponsored a series of discussions about this important work, titled, "Gathering In: Equity & Inclusion Discussion Series." These participatory and interactive discussions offered opportunities for College employees to share their experiences, learn from each other, and ultimately foster a more inclusive, safe, and welcoming campus environment. Two of our sessions focused on the information presented in the free public online course, *Black Minds Matter*, facilitated by Dr. J. Luke Wood of San Diego State University.

*Black Minds Matter* addressed the experiences and realities of Black males in education, drawing parallels between the Black Lives Matter movement and the ways that Black minds are engaged in the classroom. Our final session focused on feedback provided by HCC students who viewed the *Black Minds Matter* public course. Students overwhelmingly reported that they believed it was important to discuss these issues at HCC.

The Cultural Diversity Committee sponsored discussions that focused on the important work of equity and inclusion, which ultimately supports HCC's strategic goal to eradicate attainment gaps based on income, race, gender and ethnicity. These Gathering In sessions, held for staff, students, and faculty, included an interactive discussion on best practices to promote engagement, equity and inclusion in the classroom. Special topics included implicit bias and historical inequities.

## 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.
- 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.

---

[1] 34 CFR 668.46 (c)(3)

## Appendix B

### Articles from the “Cultural Diversity Corner,” a monthly feature in *The Parliament Call* newsletter (Office of Academic Affairs)

-----  
March 2018 Issue

*Cultural Diversity Corner:  
Reflections from the HCC Cultural Diversity Committee*

#### “Microaggressions”

In recent years, the term “microaggression” has been used frequently as the national debate about racism evolves and grows. According to Dr. Derald W. Sue, microaggressions are defined as “brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual-orientation, and religious slights and insults to the target person or group” (2010, p. 5). Additionally, Sue (2010) notes that when a microaggression occurs, the perpetrator often does not even realize that they have demeaned another through their words. Nevertheless, having an awareness of how our communication can impact others in our community is paramount to creating an inclusive and welcoming environment that celebrates and values our diversity.

Additional themes (although not comprehensive) for microaggressions include “Ascription of Intelligence” or attributing intelligence based on race, “Assumption of Criminal Status” or when a person of color is assumed to be a criminal based on their race, and “Alien in Own Land” in which an Asian American or Latino are assumed to not be born in the U.S. An example of the theme of “Alien in Own Land” includes a statement made by a nonwhite American to a person of color such as “You speak such good English.” (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007). The assumption that a person of color was not born in the U.S. is quite offensive, whether intentional or unintentional.

#### Thoughts for Reflection:

- Have you witnessed microaggressions in your classroom?
- How can you effectively stop microaggressions?
- Consider this scenario: *A student in your class always does very well on exams and tests. This student is Chinese-American. One day, you overhear another non-Asian student, who doesn't perform as well, saying, “All Asians are just smart.” What do you say to bring awareness about this misconception?*

#### References

Sue, D. W. (2010). *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*.

Hoboken, NJ: John Wiley & Sons, Inc.

Sue, D. W. Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M.B, Nadal, K.L., &



Esquilin, M. (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, 62, 4, 271-286.

-----

April 2018 Issue

*Cultural Diversity Corner:  
Reflections from the HCC Cultural Diversity Committee*

“Equity in Higher Education”

What does the term “equity” mean when it comes to higher education? In recent years, this term has been frequently used when referring to pedagogy. A simple definition is that equity is the practice of giving someone what they need to be successful.

In education, an equitable environment is one in which personal circumstances (social class, family obligations, physical or learning disability, race, gender, etc.) do not present a barrier to one’s academic achievement. According to Luciano Benadusi, "Educational inequality is one of most relevant issues in the history of the sociology of education."

Students with disabilities often suffer from a non-equitable environment in education. Some people believe that making buildings physically accessible (using ramps and doors that open at the push of a button) is a way to “take care of” the issue of accessibility; however, this does not even brush the surface. At an institution of higher education, the more challenging job is to make our curriculum and classes accessible. In a recent CETL workshop on accessibility, Rick Smith cited Schelly, Davis and Spooner, who note that between 60-80% of higher education students who have a disability never inform their teachers or administrators.

In other words, these students are silent and not proactive about informing us of their needs. In an equitable environment, however, they should not have to ask.

Part of making sure equity exists on campus, faculty need:

1) To be aware

It is not legal for faculty to ask students if they have a disability. However, we don't need to ask if we are generally aware that disabilities exist among our student population. We can use this awareness to guide our overall teaching and curriculum design.

2) To offer options

Students with disabilities, who are in an equitable environment, simply need options to learn the material. In a classroom, a photograph may be displayed on the SmartBoard; in an online class, a

photograph may be included in a learning module. How can a visually impaired students partake of the lesson? Good options include, in a face to face class, the instructor offering a verbal description of what they are presenting. In an online class, that photograph should be captioned in a detailed way so that it can be read to the student via the course reading software.

Reflection:

1) Think about the challenges your students face in your classes. What are the barriers that are preventing them from achieving their academic goals? Think specifically of disabled students -- is there anything you are currently doing that you can adjust to remove a barrier?

2) Consider the following assignment in a class. How might this assignment be promoting a non-equitable environment for a student who is deaf? How could it be written in a way that presents options for students with a hearing impairment?

*"Choose a partner and watch the following lecture (available on YouTube). Write a 2-page analysis with your partner. You can meet face to face or hold a phone conference to discuss the video outside of class."*

## **Howard Community College 2018 Cultural Diversity Plan Report**

Howard Community College (HCC) has had a diversity plan in place for nearly 30 years. The diversity plan sets forth guidelines for ensuring equal opportunity and improving cultural diversity in recruitment, employment, academics, retention of students, 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 background, 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 with membership approved by the president. The committee is required to annually review and update the diversity plan, as appropriate.

### **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.

<b>Summary of the Institution's Plan to Improve Cultural Diversity</b>
--

### **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.

- Expanded the annual diversity week program to include more co-curricular offerings by faculty and staff members.
- Began the development of the diversity working guide with tips for cultural sensitivity, inclusive language, and positioning for social justice.
- Coordinated programming on campus that included topics including: campus climate, cultural competency, LGBTQIA concerns, immigration, Islamophobia, food insecurity, and microaggressions,
- Increased programmatic synergies with Ambiciones, Career Links, Howard P.R.I.D.E., Silas Craft Collegians, and TRIO-Student Support Services.
- Sponsored the Modern African and Middle Eastern Literature Colloquium for 2017-18.
- Acquired new diversity training materials with a focus on the topics of, cultural competence, gender equity and identity, intersectionality, microaggressions, privilege, and social justice.
- Increased training for the diversity committee members and college community was offered including featured training on: All Gender Facilities, Refresher on Search Committees; Microaggressions in the Workplace; Working with At-Risk/At-Promise Students and Programs; and Working with Minority Students.
- Participated in statewide diversity roundtable meetings that 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, 2019:

- 1) Evaluate the role of the committee, core work responsibilities and its leadership structure to improve the ability to effectively serve the campus community as leaders in promoting a culture of diversity and inclusion.
- 2) Increase the offerings of future diversity trainings and workshops. Suggested topics in the upcoming academic year include: immigration, cultural competency, drug use and abuse, and diversity in the workplace.
- 3) Increase online diversity trainings and programs to expand diversity training opportunities to a larger group of the college community.
- 4) Invite all cohort programs to facilitate at least one event for diversity credit during Diversity Week.
- 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) Continue the expansion of programming and outreach 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: 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.
- 10) The office of human resources will begin conducting interviews with minority employees to obtain recommendations for improving minority recruitment and retention.

<b>Efforts to Increase Traditionally Underrepresented Groups</b>
--

The student body at HCC is diverse. For fall 2017:

RACIAL/ETHNIC GROUP	n	%
American Indian/Alaskan Native	29	0.30%
Asian	1293	13.29%
Black/African American	2968	30.53%
Hispanic/Latino (of any race)	1095	11.26%
Native Hawaiian/Other Pacific Islander	25	0.26%
White	3460	35.59%
2 or More Races	498	5.12%
Unknown	355	3.65%

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 2015 to Fall 2017: first-time SCCP students: 51.8 percent (n=14/27)

Fall 2015 to Fall 2017: all SCCP students: 37.7 percent (n =23/61)

Exceeded benchmark of 30.7 percent

### **Three Years After Entry**

Fall 2014 to Fall 2017: first-time SCCP students: 18.1 percent (n=4/22)

Fall 2014 to Fall 2017 all SCCP students: 19.3 percent (n =12/62)

Exceeded benchmark of 15.6 percent.

### **Fall to Spring Retention**

Fall 2017 to Spring 2018: first-time SCCP students: 82.5 percent (n=24/29)

Fall 2017 to Spring 2018: all SCCP students: 87.6 percent (n=57/65)

Exceeded benchmark of 70.3 percent

**Graduation and Transfer Rate** = 25.9 percent for Silas Craft Class 16 Entering Fall 2015 (n=7/27)

Did not exceed benchmark of 30.2 percent as in previous years.

Note: Retention percentages do not include student who transferred or graduated within the two-three year periods indicated. Otherwise, rates would have been higher.

**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 2017-18, Howard P.R.I.D.E. served 205 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
- 78 percent (89/114) retention rate for 2016-2017
- 79 percent (125/159) retention rate for 2017-2018

**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
- 55 percent (61/110) achieved a 2.0 or higher in fall 2016



- 47.6 percent (58/123) achieved a 2.0 or higher in spring 2017
- 54.4 percent (87/160) achieved a 2.0 or higher in spring 2018

**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
- 68 percent ( 15/22) success rate for fall 2016
- 65 percent (22/34) success rate for spring 2017
- 60 percent (29/48) success rate for spring 2018

**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.

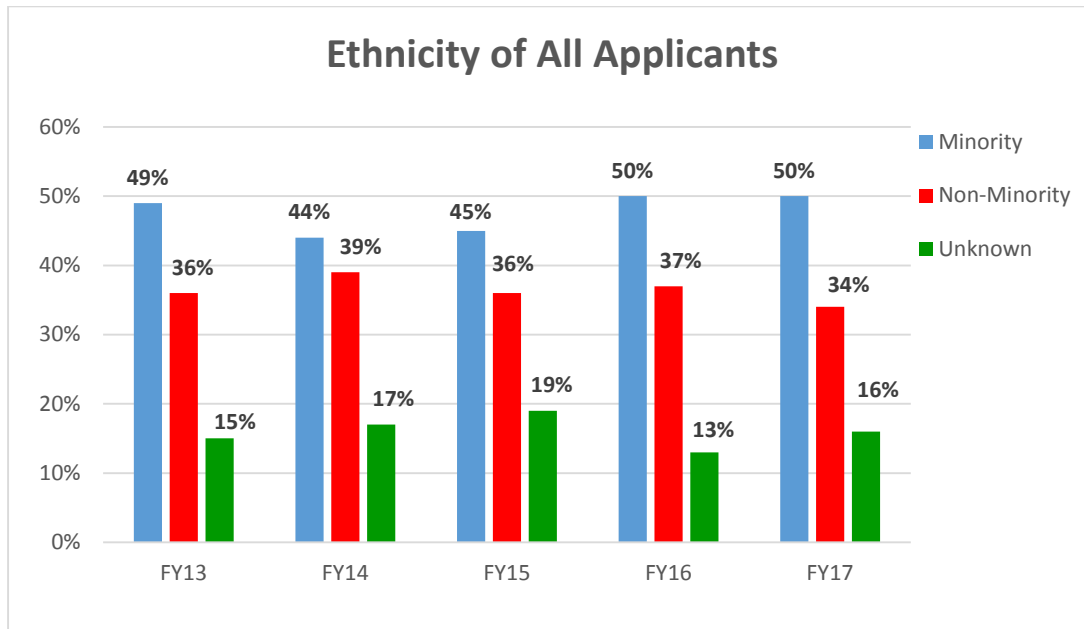
During the fall 2017 and spring 2018 Ambiciones assisted 66 students to provide assistance in the aforementioned areas; up from 34 in the 2016-2017 academic year. Eighty-five percent of the students were retained from fall 2017 to spring 2018 compared to 69% for all Hispanic/Latino students. In Fall 2017, 76% of Ambiciones students attained a grade point average greater than or equal to a 2.0; compared to 63% of all Hispanic/Latino students. In Spring 2018, 71% of Ambiciones students attained a grade point average greater than or equal to a 2.0; compared to 65% of all Hispanic/Latino students.

### Underrepresented Groups Among Employees

The college has set a strategic goal that 24 percent of its full-time faculty positions and 28 percent of its administrative and professional staff positions be held by minorities.

Towards that end, the college makes every effort to attract minority candidates to its applicant pools for vacant jobs. That is, HCC specifically targets minority groups whenever possible in its recruitment efforts to increase the chances that the best candidate overall for a position will be a minority.

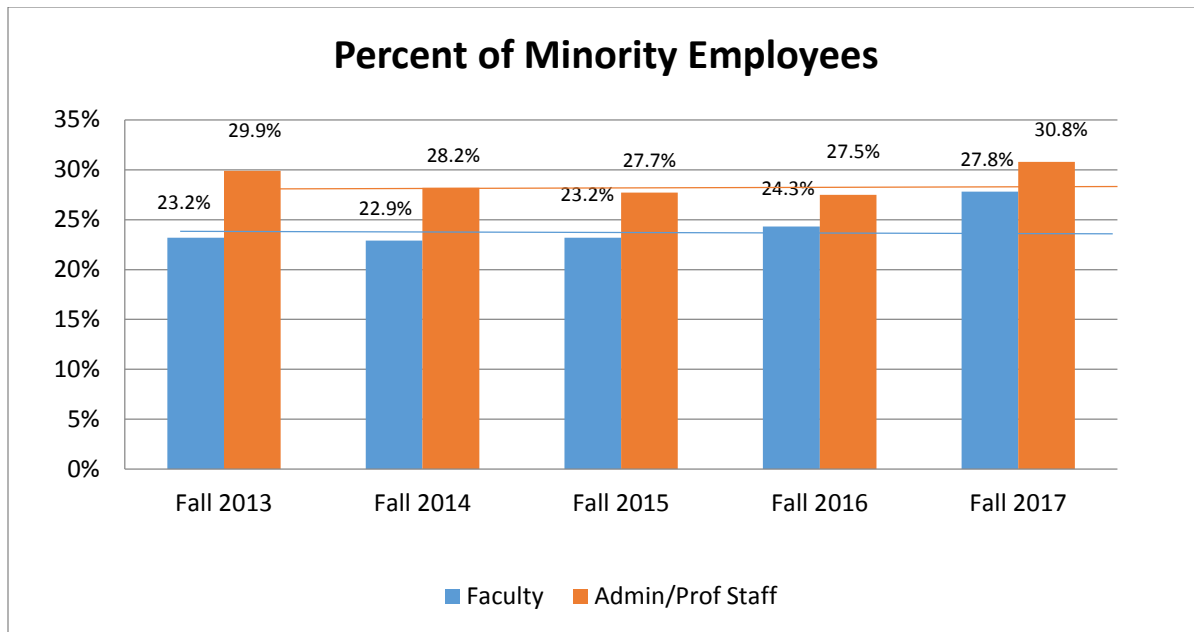
For example, human resources representatives attend a number of job fairs at local colleges with high minority populations, and advertisements are posted on websites that cater to minorities such as *Diverse Issues in Higher Education* and *Hispanics in Higher Ed*. Additionally, in each recruitment effort the human resources office searches for minority associations particular to that profession, such as the National Association of Black Accountants for an accounting position. The chart below shows the number of minority applicants for vacant positions at the college for the past five years. In each of the years at least 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 27.8%, the highest level in the college's records. The college has now met the 24% goal for two consecutive years, and the college hopes for continued progress in the future.

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 30.8 percent, also the highest level in the college's records and above the 28% benchmark.

While recruitment of minority candidates has been a focus in recent years, the college is now additionally giving equal attention to retention of minority employees. The Human Resources Office recently conducted interviews with over 30 minority employees across campus to assess satisfaction and brainstorm ideas for improving the minority experience for our workforce. The suggestions are now being reviewed for possible implementation.



**Efforts Designed to Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus**

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

**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 the training every two years.
- Recruitment efforts actively target minority candidates, and recruitment efforts and personnel actions are monitored to ensure equal opportunity and non-discrimination.

**Curricular initiatives**

- Academic options are offered to provide students with an interdisciplinary framework to address topics including, but not limited to: race, gender, ethnicity, social class, disabilities, wellness, and cultural proficiency.
- 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 non-profit that helps immigrants and refugees. The admissions and advising office works with the college's English Institute and noncredit 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, and forms partnerships with a broad range of colleges and universities to incorporate access to the next step following HCC.

### **Co-curricular initiatives**

- Examples of innovative academic programs include the Silas Craft Collegians Program, which provides a supportive learning community for students whose past academic performance in high school does not reflect their true academic potential, and Step UP, 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) is a U.S. Department of Education grant-funded academic support program that serves 232 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 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.
- Project Access is a program designed to significantly facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of freshman students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities. The program serves through its summer institute 80 students and employs 10 former students as peer mentors.
- 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.
- 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 supports the academic, professional, and personal development of black and minority male students, with an emphasis on improving educational outcomes such as academic standing, graduation, and transfer. The 205 participants of Howard P.R.I.D.E. have the following resources available: tutoring, mentoring, service learning, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.
- The 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, transgender, queer/questioning, intersex, and asexual and allies (LGBTQIA) 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 LGBTQIA students and employees.
- HCC's Hispanic student success completion program, Ambiciones, promotes Hispanic/Latino student success by recruiting Hispanic students and implementing initiatives to focus on retention of these students. The project links Hispanic/Latino students to the academic support services to foster student success, retention, and completion. Currently, the project serves 66 students..
- The Women of Color Initiative facilitated by Student Life and Counseling and Career Services welcomes 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 college was represented on the Howard County Executive's MD #OneHoward Steering Committee and hosted eight HCC #USPEAK dialogues during the 2017-18 academic year.

### **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/>. The report shows the previous three years of data, during which time there were no reported hate crimes on campus.

Finally, the statute asks each institution for a summary of any resources, including state grants, needed by the institution to effectively recruit and retain a culturally diverse student body. The following is a list of possible uses for grant money, which would help the college in its diversity initiatives:

- **STEM Opportunities:** Programs and scholarships that increase opportunities for underrepresented students in the science, technology, engineering, math (STEM), and critical language programs.
- **Assistive Technology:** Funding for educational technology that enhances learning and supports the access and success of students with disabilities.
- **Transition to college/employment for students with disabilities:** As mentioned previously, HCC provides support to a large number of students with disabilities, including a summer enrichment/transition program for high school students with disabilities and a career series program geared specifically for employment opportunities for the disabled. Additional funding would support the expansion of these programs as space is currently limited and the demand is rising consistently each year.
- **Additional funding for TRIO-Student Support Services' individualized academic support for low-income, first-generation college students:** The college currently has a successful grant (TRIO) used to provide academic and personal support to disabled, low-income, and/or first-generation college students. During the previous grant cycle (2010-2015), the base grant was flat-funded in 2010 and reduced annually by over five percent in subsequent funding years. The grant was flat-funded using fiscal year 2012 appropriations for the new grant cycle (2015-2020). The college must secure additional funding to support increased staffing levels and/or long-term sustainability.
- **Child care:** Additional funding will be needed to assist low-income and unemployed parents with supplementing the cost of child care.
- **More funds for early college awareness and preparedness programs:** The college would like to build upon its outreach efforts to include students in the younger grades, including upper elementary through the ninth grade. Funds including grant funding to expand this effort would be helpful particularly for youngsters who are first-generation college students, those from low-income homes, foster children, Title I schools, and others who may be disadvantaged from an early age to recognize that college is a possibility for them. There are many forms such programs could take including but not limited to: on-campus summer programs, partnering with county health and nutrition programs to integrate preventative health care into early college awareness, cohort groups where youngsters advance on to college as a group starting from the fourth or fifth grade, tutoring and mentoring, parental and parent-child educational programs, camp scholarships, and transportation. School dropout rates are higher for some children than others. As a result, programs that promote persistence to postsecondary education are critical.



OFFICE OF THE PRESIDENT

August 31, 2018

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

Dear Ms. Van Orden:

On behalf of the Montgomery College Board of Trustees, I have enclosed the College's annual progress report of its programs of cultural diversity. As required by §11-406 of the Education Article, our Board of Trustees approved the report, which summarizes institutional progress toward implementing the College's plan for cultural diversity.

Montgomery College will continue to review, monitor, and assess its institutional cultural diversity plan. These approaches will be among those implemented as a means for sustaining institutional diversity, measuring the plan's long range effectiveness, and ensuring administrative accountability for achieving the plan's goals. If you have any questions regarding the report, please contact Sharon Bland, Chief Equity and Inclusion Officer, at (240) 567-3080 or [sharon.bland@montgomerycollege.edu](mailto:sharon.bland@montgomerycollege.edu).

Sincerely,

Dr. Stephen D. Cain  
Acting President



# MONTGOMERY COLLEGE DIVERSITY PLAN

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence



**ANNUAL PROGRESS REPORT**  
September 2018

**MC** MONTGOMERY  
COLLEGE  
MAKE YOUR MOVE





*Stephen D. Cain*

**Dr. Stephen D. Cain**  
Acting President

*Michael J. Knapp*

**The Honorable Michael J. Knapp**  
Chair, Board of Trustees

## MONTGOMERY COLLEGE

### ANNUAL PROGRESS REPORT ON PROGRAMS OF THE CULTURAL DIVERSITY PLAN

June 2018

As required by §11-406 of the Education Article, this document is the Montgomery College (MC) annual progress report for its programs related to cultural diversity. Prepared by the office of equity and inclusion within the office of the president, this report summarizes institutional progress toward implementing the College's plan for cultural diversity, *Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence* (Plan). The Plan is a multi-year action plan that the College is implementing over a period of seven years – fiscal years 2014 through 2020. Following Maryland Higher Education Commission (MHEC) requirements for the 2017-2018 fiscal year, the Montgomery College annual progress report focuses on the following.

- 1. A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.**
- 2. A description of efforts to increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty.**
- 3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.**
- 4. A description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2 and 3.**
- 5. A statement regarding the campus process for the reporting of hate-based crimes consistent with federal requirements.**

#### Introduction

Montgomery College is committed to providing a wide array of diversity, equity, and inclusion-related activities and development programs for its students and employees. The College values continuous learning, professional growth, and high performance and has made it a priority to identify and implement best practices. These best practices have become institutional cornerstones for achieving diversity, inclusiveness, and institutional excellence.

## Section 1: Institution's Plan to Improve Cultural Diversity

This section includes goals, areas of emphasis, and strategy for implementation. Montgomery College's Diversity Plan<sup>1</sup> is the College's roadmap for improving cultural diversity for its students, staff, and faculty collegewide. The College continues to evaluate its progress against its Plan, with its values of excellence, integrity, innovation, diversity, stewardship, and sustainability serving as the guideposts by which the College measures its success.

By integrating the values of diversity and inclusion into the College's operational, tactical, and strategic plans, Montgomery College demonstrates its institutional commitment and can assess its progress, evaluate success, and plan for the future. Equity and inclusion is imbedded in each area of emphasis which includes: (1) educational excellence; (2) access, affordability, and student success; (3) economic development; (4) community engagement; and (5) assessment and institutional effectiveness.

Each of the areas noted above are supported by strategic goals and strategic action measures that allow the College to gauge its progress. The College provides educational and academic programs that are designed to develop cultural competence among its students and employees, including required participation by employees in at least one multicultural professional development activity each year, which is evaluated in annual performance reviews. This requirement is just one of 96 strategic action measures that support 21 strategic goals related to the College's five areas of emphasis<sup>2</sup>. The College is now in the sixth year of its seven-year plan. Progress is evaluated regularly throughout the year and documented in an annual report submitted each year to the College's president to document progress and to the Board of Trustees for its approval.

Continued emphasis on diversity and improvement in our work has been highlighted in 2017 with the hiring of a chief equity and inclusion officer and the opening of the Institute for Race, Justice, and Community Engagement.

## Section 2: Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

This section details initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Below is information related to collegewide and program-specific initiatives.

### a. Students

Montgomery College students reflect the diversity of the Montgomery County community. Student data for the fall 2017 semester, provided by the College's office of institutional research and effectiveness, indicate there were 22,875 credit students enrolled at the College. Of that number, 27.4 percent were Black, 24.6 percent were Hispanic, 22.8 percent were White, 11.5 percent were Asian, 0.5 percent were Native American or Pacific Islander, and 3.0 percent were Multi-race. In addition, there are 1,546 (6.8 percent) students with disabilities attending Montgomery College. Finally, there are 1,898 international students<sup>3</sup>.

#### Student Support Services TRIO Program

Student Support Services Trio program serves non-traditional, underrepresented students who are low-income, first-generation students and students with disabilities. The purpose of the program is to increase retention, graduation, and transfer rates. The program's initiatives and efforts to increase the numerical representation include participation in college recruitment and information events, reaching out to students who meet the eligibility criteria, and seeking referrals from counseling faculty, Welcome Center staff, and faculty. The ethnicity of active students during the 2017-2018 academic year is 48 percent Black or African American; 28 percent Hispanic or Latino; 12 percent Asian; 9 percent White; and 3 percent

---

<sup>1</sup> The College's Plan is its second multi-year diversity action plan covering fiscal years 2014 through 2020 (the first plan covered fiscal years 2009–2012).

<sup>2</sup> For a comprehensive review of the College's strategic plan and corresponding action measures, see [www.montgomerycollege.edu/president](http://www.montgomerycollege.edu/president).

<sup>3</sup> International students are identified using definitions provided by the Institute for International Education.

more than one race reported. The staff members are culturally diverse (two Whites, one African American, and one Asian) and speak multiple languages to serve the diverse student population.

### Disability Support Services (DSS)

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 and extracurricular activities. DSS also offers students the use of a range of technological supports to assist them, such as 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 session to learn about the support services, programs, and options available at Montgomery College for students with disabilities.

### Counseling and Advising Department

The Seminar for International Students (STSU101) is a course taught by counseling faculty to assist international students in adjusting to college and the American educational system.

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 best serve the diverse student population.

### Community Engagement

The MC website has resource webpages available in Spanish, Amharic, French, Korean, Vietnamese, and Chinese. The webpages address frequently asked questions about the opportunities at MC and how to enroll. The pages have information about DACA and resources that are specific for each language. They also include contact information if an individual would like to call the Response Center and request an interpreter. Since the Spanish page launched in January 2018, it has had almost 2,000 page views. The other language pages launched in March 2018 and have up to 200 page views each. A new section of the website was launched for international and ESOL students. The pages include information about resources at MC and general information about living in Maryland.

MC welcomes students of all backgrounds and the website ensures that prospective and current students can easily find the resources they need. This includes information specifically for military/veterans and student services to match a variety of needs such as Disability Support Services. MC promotes numerous events on all social media platforms. Students, faculty, staff, and the general public are welcome to participate in a variety of educational and cultural events. Annual events that take place at MC include World of Montgomery (a Montgomery County event hosted at the College), the Single Parent conference, Male Student of Color state summit, and the Every Girl Can conference. MC uses Facebook Live to have question and answer sessions with speakers of other languages. The sessions reach thousands of individuals.

### b. Staff/Faculty

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 accessibility related to the College's employment opportunities. The 2018 AAP<sup>4</sup> report indicates that minorities are employed at a rate of 52 percent and are represented in 78 percent of 208 departments. Women are employed at a rate of 58 percent and are represented in 85 percent of all departments. Between October 1, 2017 and June 30, 2018, the College hired 56 people. Of the 56 hired, 48 percent were minorities and 63 percent were women.

The fall 2017 demographic data for employees is as follows: there were 3,154 employees, of whom 41 percent were employed on a part-time basis. Of the total number of employees, 50.7 percent were White, 23.5 percent were Black, 8.3 percent were Asian, 4.4 percent were Hispanic, and 13.1 percent were

---

<sup>4</sup> The 2018 Affirmative Action Plan data covers the period from October 1, 2017 through June 30, 2018.

categorized as “foreign, unknown, or multi-race” for federal government reporting purposes.

Ensuring objectivity and fairness throughout the College's recruitment process is essential to attracting and retaining qualified talent. The College has robust policies and procedures governing the hiring process which reinforce the College's commitment to increasing the numerical representation of underrepresented groups. Hiring managers are trained in all facets of interviewing and selection, as well as being educated regarding employment laws and best practices for attracting and retaining diverse talent. Additionally, the College ensures that search and interview committees are diverse, consisting of individuals with different backgrounds, perspectives, and experiences. The College routinely uses the latest technology to support its efforts, including various forms of social media designed to target specific audiences.

The College continues its targeted recruitment efforts by updating marketing and advertising materials with organizations and/or publications that may prove helpful in attracting diverse groups. For example, promotional materials were created for targeted distribution at association meetings, conferences, networking events, job fairs, and other similar gatherings. In April 2018, a flyer was used at a job fair for women in information technology. It highlighted open IT opportunities, compensation and benefits, mission and values, and an employee testimonial. The use of this flyer yielded seven female applicants to an IT applicant pool typically comprised of only males.

In addition, human resources staff continue to review a variety of recruitment sources that target women and minorities, including publications such as *Latinos in Higher Education* and *Diverse Issues in Higher Education*. In the coming months, outreach and recruitment outreach to underrepresented communities will be enhanced by participating in events such as the Maryland Hispanic Business Conference in September 2018.

### **Section 3: Efforts to Create Positive Interactions and Cultural Awareness**

#### **Student Support Services TRIO Program**

To attract students, college staff provide recruitment events such as Raptor Rising, MC Information Sessions, Parent Nights, a Scholarship Breakfast, Health Fair, and other events. To retain students, numerous efforts are employed, from “intrusive” academic advising to tutoring in key topics such as mathematics, English, reading, social sciences, humanities, and introductory science courses. Student progress is monitored and communicated with students frequently.

#### **Combat2College Program**

As part of the ongoing retention initiative for student veterans, Combat2College staff has taken an intrusive approach to student retention, with the following strategies:

- Starfish Referrals for Veterans – Combat2College collaborated with the counseling and advising department to utilize the Starfish Advising Network. Combat2College staff can generate direct referrals for student veterans who require additional assistance with navigating the College or those who are experiencing academic difficulties and are in need of an intervention.
- Midterm Check – Combat2College staff reviews midterm grades of VA education beneficiaries and provides appropriate referrals to students in need of academic interventions or referrals to resources that can assist with personal hardships.
- Student Retention Check-ins – In the months leading up to the start of the fall and spring semesters (August and January, respectively), Combat2College staff reviews files of VA beneficiaries and contacts students who have not completed their VA certification paperwork or registered for the upcoming semester. Appropriate assistance is provided as needed.

#### **Counseling and Advising Department**

The counseling and advising department developed an online academic orientation program, e-International Montgomery Advising Program (eIMAP) for non-native English speaking students. The new online academic program mirrors the program developed for native speakers, allowing students the same

convenience to complete the program remotely at any time. This program brings parity between American english speaking students and international/non-native english speakers, streamlines the onboarding process, and increases access to enrollment at Montgomery College.

Boys to Men (BTM) is a mentoring program specifically aimed at the retention of African American/Black male students at Montgomery College. It seeks to foster a greater degree of academic success, student activism, and personal responsibility. BTM provides academic and personal mentoring for the above targeted student population. Participating students also benefit from having their academic progress monitored each semester. The program has an off-campus gathering/activity as well as a book reading and discussion series.

Data Related to 2017 Boys to Men Program				
	Boys to Men	Students Retained	All Black Males	Students Retained
Enrolled in fall 2016	37		3372	
Returned fall 2017	35	94.6%	1680	49.8%
Enrolled spring 2017	39		3089	
Returned fall 2017	35	89.7%	1830	59.2%
Enrolled fall 2017	35		3136	
Returned spring 2018	25	71.4%	2156	68.8%
Cum GPA	2.95		2.57	
Roster Grads (2017)	7			
Roster Transfers as of fall 2017	8			
<i>Source: Office of Institutional Research and Institutional Effectiveness [AWB Source: MSFSTDN, ZORRACE]</i>				

The office of advancement and community engagement has increased FY18 marketing budgets by more than 50 percent to boost outreach to targeted groups, including low income residents and others in underserved communities, non-english speaking communities, and military/veterans. In addition, the College expanded marketing efforts to support additional promotion of workforce development and continuing education programs.

The College launched six new MC web resource pages in Amharic, Chinese, French, Korean, Spanish, and Vietnamese. The web team worked closely with a language advisory group of MC faculty and staff to lay out common content elements for all of the resource pages: information and links about financial aid, admissions and registration, English as a second language, transfer credit information, and more. These additional languages were identified as the most common among the MC student population.

**Section 4: Other Initiatives Designed to Create Positive Interactions and Cultural Awareness**

This section contains a description of efforts to create positive interactions and cultural awareness among students, faculty, and staff on campus.

a. Faculty and Staff cultural training programs

- “Safe Zone” training offered by counseling and advising – The purpose is to provide faculty, staff, and administrators the opportunity to (1) gain new understanding of gender, gender identity, gender

expression, and the diverse range of sexual and affectional orientations; and (2) acquire resources and referral information and practice communication skills for classroom or office discussion or unexpected disclosure. Faculty, staff, and administrators learn to foster a welcoming environment for students who are lesbian, gay, bisexual, transgender, queer or questioning, intersex, or asexual identity (LGBTQIA+). LGBTQIA+ students often feel unsafe at school, resulting in reduced attendance to avoid risk, bullying, or bias.

- Global Nexus program – Multicultural events to promote cross-cultural understanding. Events are proposed by a committee and take place on all campuses. Global Nexus is a diverse group of Montgomery College’s community, with a mission of enriching minds, engaging hearts, and transforming communities in building awareness of global diversity and inclusion to strengthen understanding and connection to all diverse communities through education, partnerships, advocacy, and service.
- Community events – The office of community engagement has attended over 40 community events, reaching diverse communities throughout the county. Their staff currently speak multiple languages including Spanish, Amharic, French, and Arabic. The office of community engagement has also collaborated with the office of communications to continue to produce videos in multiple languages and to continually update and print brochures in multiple languages.
- Business Communication for Diverse Student Populations workshop – Sometimes sensitive information concerning a student’s family, finances, gender, and immigration status is necessary. Cultural communication barriers that hinder productive discussion and delay positive outcomes for our students may be encountered. This workshop helps employees become more aware of the sensitivity required for these situations and to minimize stress and anxiety for both students and staff.
- Third Annual E-Learning, Innovation, and Teaching Excellence/Montgomery College Innovation Works (ELITE/MCIW) Fall Professional Day Conference – This half-day professional development conference, intended for full and part-time faculty and instructional staff, featured a keynote speaker and 23 breakout sessions focusing on student success. The keynote speaker was Dr. Sara Goldrick-Rab, professor of higher education policy and sociology at Temple University. She is best known for her innovative research on food and housing insecurity in higher education.
- Moving Beyond Labels in a Diverse Society – Recognizing Unconscious Bias and Fostering Understanding for a More Resilient Community: Ramadan Iftar Dinner (breaking fast at sunset) followed the discussion. This event was sponsored by Global Nexus.
- Creating an Inclusive Classroom workshop – An Event for Students, Faculty, and Staff. The talks focused on three specific groups of students – those with disabilities, those who are African-American/Black men, and those who are transgender.
- Open Education Week – This event is a celebration of the global Open Education Movement. MC highlighted how open education can help people meet their goals in education, whether it is to develop skills and knowledge for work, supporting formal studies, learning something new for personal interest, or looking for additional teaching resources.
- Combat2College – This program continued to provide events that promote cultural awareness regarding military and veteran culture. The 2017-2018 academic year annual event was a film and panel discussion surrounding the BBC documentary “What makes a hero?” Learning outcomes included (1) gain an understanding of the diversity of military service experiences and feelings associated with these experiences; (2) gain an understanding of why some veterans may avoid conversations regarding their military service; (3) gain an understanding of the cultural complexity associated with “Thank you for your service” when speaking to military veterans; and (4) gain an understanding of the varied meaning of “what makes a hero.”

b. Curricular initiative promoting cultural diversity in the classroom

Examples of curricular initiatives are:

- The Montgomery College Nursing Program Philosophy expresses commitment to cultural, social, and ethnic diversity. It states:
  - “All individuals are viewed holistically as having physical, emotional, intellectual, socio-cultural and spiritual needs.” (Nursing Student Handbook, p. 7)
  - “Nursing Education is designed to prepare a diverse student body to provide safe and competent care to a variety of populations in a multi-cultural community with an increasingly global perspective.” (Nursing Student Handbook, p. 7)
- The curriculum contains competencies relating to diversity, which are reflected in the Clinical Evaluation Tool completed weekly by students in the clinical setting, as well as the final clinical evaluation tool. These competencies are (1) apply knowledge of cultural factors that affect nursing care and (2) respect the healthcare beliefs and practices of a diverse patient population. Each course contains at least one course outcome with associated topic outcomes relating to the development of competence in caring for a culturally, ethnically, and socially diverse patient population.
- “Come Together” Event for Peace, Unity and Equity – Sponsored by the Peace & Justice community, panels of speakers, poets, musicians, and students spoke about topics such as recent events in Charlottesville, race, white supremacy, Antifa, anti-Semitism, and Black Lives Matter.
- Clothesline Project Display – In this display, scheduled during Domestic Violence Awareness month, students from a WS101 class designed shirts to increase the awareness of domestic violence and the impact of violence against women.
- Author series – The Humanities Department and the Paul Peck Humanities Institute invited Seth Michelson, editor of *Dreaming America: Voices of Undocumented Youth in Maximum Security Detention* to speak and share his experiences of working with undocumented youth who use poetry to have their voices heard.
- Humanities Week – This effort offered students and employees a variety of experiences across a diverse array of cultures on all three campuses and featured provocative guest lecturers, movie screenings, brown bag lunches, poetry readings, and other activities.
- *Eddie & Thea: A Very Long Engagement* screening – Sponsored by the Women and Gender Studies program and Free2B, this touching documentary tells the story behind the court case that overturned The Defense of Marriage Act (DOMA), paving the way for the legalization of same sex marriage throughout the United States.
- National Day of Silence – The student group Free2B honored the Day of Silence, Friday, April 27, 2018. This is a national day of action providing a forum to spread awareness about the effects of bullying and harassment of LGBTQIA+ students. It was honored with silence and flying the Rainbow flag. The students collected donations to support the Baltimore behavioral health LGBTQIA+ community organization Hearts & Ears Inc.
- For the Brothers – A week of seminars geared toward the mental health of men of color, organized and sponsored by the Germantown Student Senate.
- Food Culture in Nicaragua – Documentary short and discussion with Fulbright Scholar and part-time nutrition faculty member Dan Fenyvesi.
- Presidential Dialogue Series – Defining America was a series dedicated to exploring identity and ideals



in our nation. Challenges to traditional notions of who belongs in America have emerged in diverse and sometimes painful ways recently, revealing deep fissures in communities' beliefs about what America represents. A series of guests joined President DeRionne Pollard to explore the question of how we define 'Americans' and how dissent from majority opinion impacts national identity.

- Women of Color STEM Conference – 30 STEM students attended the Women of Color STEM Conference in Detroit, Michigan.

Noncredit programs provide easily accessible student engagement opportunities that serve our diverse communities for their immediate learning and career aspirations, as well as providing a connection to degree programs for continued studies. Many noncredit students continue their studies in degree programs after achieving their early success in noncredit programs. A recent study by the office of institutional research shows that over a given two year period there were approximately 3,900 instances of a Montgomery College student taking a noncredit course prior to taking a credit course. Noncredit experiences significantly contribute to the rich diversity of our student body. Program examples include:

- Adult ESL and GED – These programs meet students where they are with limited English proficiency or adult basic education needs. Students from around the world take advantage of the grant-funded programs offered in the noncredit areas.
- The Maryland Integrated Basic Education and Skills Training (MiBEST) – This program is very successful in accelerating career skill mastery even for students with limited English proficiency or basic education. A contextualized program of study combines technical skills development with language or basic education skill development through a unique team teaching format.
- The Refugee Training Center – This center served newly arriving immigrants through language skill development, acculturation of community norms, career development, and independent living skills.
- The Graduate Transitions Program – This program served post high school individuals with learning disabilities. Students worked on strengthening communications and workplace skills through a unique two-year program of study. Many students continue to work experiences with the Montgomery County Project Search initiative.
- The Hispanic Business Training Institute – Instruction is provided in Spanish for several technical and business career fields. Students are able to advance in their career fields while strengthening their english language skills.
- GED preparation at the Montgomery County Correctional Facility – This program offered at the Montgomery County Correctional Facility and the Pre-Release Center provided basic educational skills development for individuals while they are incarcerated. Upon graduation with the GED diploma, these students receive scholarships to attend Montgomery College to use upon their release.
- Lifelong Learning Institute – Courses in this program provide lifelong educational enrichment opportunities for our community members 50 years of age and beyond. More than 10 percent of the college credit and noncredit students are in this age group.
- Youth programs – These courses provide educational enrichment activities and allow for early college campus visits and awareness building of the opportunities awaiting them beyond high school.

C. Co-curricular programming for students

These initiatives provide support to students outside of the curriculum.

- TRIO Program cultural events for students – Students were encouraged in the 2017–2018 academic year to attend cultural events on and off campus, including the National Museum of African American History and Culture, the Harriet Tubman Museum, the National Museum of Civil War Medicine, and the National Museum of the American Indian.
- Wellness fair and therapy dogs – This event provides students and individuals the opportunity to connect with a variety of college and community resources that are helpful with managing stress, anxiety, and a variety of behavioral health issues without fear of judgement.
- Bystander intervention – Special training outreach in bystander intervention strategies was provided to students and the College community.

#### **Section 4: Other Initiatives (not captured in Sections 2 and 3)**

- Combat2College program staff provided weekly wellness and stress management opportunities for student veterans and service members to create a welcoming and safe environment to a vulnerable population, military veterans. These included exclusive veteran-only times in college fitness centers and trauma sensitive yoga.
- The President's Advisory Committee on Equity and Inclusion (PACEI) was established in November 2017 to help create an inclusive, civil, and respectful community that achieves equity for all Montgomery College students, employees, and business partners. The committee, which meets monthly, consists of a diverse, multi-generational, and multicultural group of faculty, staff, and administrators who represent all facets of the college community. PACEI members serve on one of the following eight sub-committees: (1) Student Experience and Campus Culture, (2) Business Practices and Procurement, (3) Faculty, Teaching, and Curriculum, (4) Human Resources/Recruiting, Hiring, Retention, Succession Planning, (5) Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources, (6) Reports and Communication, (7) Training, Dialogue, Events, and Celebrations, and (8) Workforce Development and Community Engagement. The PACEI leadership team, which consists of the chief equity and inclusion officer, the PACEI chair, and the chairs and co-chairs of the eight sub-committees, will develop an Equity and Inclusion Master Plan by December 2019 that will replace the current College cultural diversity plan, which was designed for implementation through 2020.

#### **Section 5: Reporting Hate-Based Crimes**

This section contains information concerning the process for reporting hate-based crimes, consistent with federal requirements as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with 20 USC §1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the Act").

"All students and employees are encouraged to report if they are the victim of a crime, observe a crime in progress, or believe a crime may be in progress. If a life-threatening emergency is taking place, call 9-1-1 first, then call the Office of Public Safety at the appropriate campus.

Officers are required to record any crime information reported to them and do not have authority to maintain complete confidentiality. However, special consideration is given to complainants and victims who prefer to remain anonymous. Personal identifying information will not be published and only shared with College officials on a need to know basis."<sup>5</sup>

The College's commitment to compliance with these federal requirements is reinforced by several College policies, including College Policy 31002–Hate/Violence Activity and its corresponding College

---

<sup>5</sup> Montgomery College Annual Security Report, January 1–December 31, 2016 Prepared by The Office of Public Safety and Emergency Management

Procedure, 31002CP–Hate/Violence Activity. Adoption of policies and implementation of corresponding procedures is a collaborative effort, involving input from the college offices of general counsel; planning and policy; public safety; compliance, risk, and ethics; human resources and strategic talent management; under the leadership of the office of the president. Policies are reviewed and adopted by the board of trustees and implemented through corresponding procedures, which are adopted by the president.

Montgomery College has taken several actions to ensure compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the US Department of Education (34 CFR Part 668.46). The College's annual security report is prepared and distributed by the Office of Public Safety based on crimes reported to its staff, as well as crimes reported to campus officials designated as Campus Security Authorities under the act, as well as crimes reported to local law enforcement authorities. By October 1 of each year, the College's report is posted online with a link at the College's homepage and is made available to each member of the College community via email communication. The office of compliance, risk, and ethics routinely monitors the College's efforts to fulfill the requirements of the law.

In addition, articles, trends, and safety tips are regularly publicized through college media, public service announcements, student newspapers, and targeted messages on radio and television. Crime prevention programs, including reporting procedures and related materials, are made available to students, staff, and faculty by the College's office of public safety. For example, such information is delivered at both new student and new hire orientations, as well as being made available through student resource and compliance fairs. In summary, the College's strategy for information dissemination concerning processes and procedures for hate-based crime reporting is multifaceted and designed to provide critical information to various audiences using several methods and employing available technology.

# CULTURAL DIVERSITY REPORT

2017-2018

A Roadmap for Ensuring and Sustaining  
Diversity in Our Community



*Transforming lives.*

**PRINCE GEORGE'S**  
COMMUNITY COLLEGE

May 2018



## Prince George's Community College Cultural Diversity Annual Report

July 12, 2018

A handwritten signature in black ink, appearing to read "Charlene M. Dukes".

---

Dr. Charlene M. Dukes  
President

A handwritten signature in black ink, appearing to read "Howard W. Stone, Jr.". The signature is stylized and somewhat abstract.

---

Mr. Howard W. Stone, Jr.  
Chair, Board of Trustees

A handwritten signature in black ink, appearing to read "Andristine M. Robinson".

---

Ms. Andristine M. Robinson  
Director of Governance and Diversity

**Prince George's Community College**  
**Board of Trustees**  
FY2018

**Chair**

Mr. Howard W. Stone, Jr.  
*Mitchellville*

**Vice Chair**

Mr. Sidney L. Gibson  
*Fort Washington*

**Members**

Ms. Oretha Bridgwaters-Simms  
*Upper Marlboro*

Ms. Aimee E. Olivo  
*Cheverly*

Mr. Samuel J. Parker, Jr.  
*Riverdale*

Dr. Rita L. Robinson  
*Accokeek*

C. Michael Walls, Esquire  
*Laurel*

Mr. Floyd E. Wilson, Jr.  
*Bowie*

**Student Trustee**

Mr. Kyle Jung  
*Upper Marlboro*

**President**

Dr. Charlene M. Dukes

## Ad Hoc Committee on Cultural Diversity 2017-2018

Ms. Andristine M. Robinson (chair)  
Director of Governance and Diversity

Mr. Arthur Asuncion  
Coordinator of Special Programs,  
Advising and Transfer Services

Dr. Audrey Davis  
Interim Director, Professional and  
Organizational Development

Ms. Barbara Denman  
Dean, Adult and Continuing Education

Ms. June L. Evans  
Director  
Center for Entrepreneurial Development

Ms. Samantha Howard  
Coordinator, Recruitment and  
Community Relations

Ms. Leslie M. Lee  
Manager of Recruitment

Ms. Clarissa S. Stroud  
Executive Associate I  
Facilities Planning and Management

Ms. Priscilla C. Thompson  
Director, Library and Learning Resources

Ms. Mirian L. Torain  
Associate Dean, Humanities, English  
and Social Sciences

Beatrice D. Turpin-Peek  
Academic and Career Advisor

Mr. Paul Van Cleef  
Academic and Career Advisor

Ms. Sade Walker  
Senior Research Analyst

Dr. Kathy L. Yorkshire  
Professor and Honors Coordinator

## SUMMARY

This report provides a summary of the accomplishments during the fifth year of the current four-year cultural diversity plan. The plan was continued for an additional year. 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 spring 2017, 11,946 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. There were 21,416 continuing education students.

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. Of the credit students attending in spring 2017, 71.4% identified themselves as "Black/African American only" and an additional 11.3% identified as "Hispanic/Latino." There was no significant change in the student population. There was a slight uptick of individuals identifying as Asian/Pacific Islander with an increase of 0.90% from FY 16. While there was a slight increase in hiring individuals identifying as Hispanic from FY 16 to FY 17 (0.85%), the change from FY 13 to FY 17 is 3.09%.



## **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.

## **ASSOCIATIONS AND AWARDS**

Prince George's Community College is a member of the National Association of Diversity Officers in Higher Education (NADOHE), the Maryland Community College Diversity Roundtable of which the director of Governance and Diversity serves as the co-chair, and the Washington Regional Task Force Against Campus Prejudice (WRTF). On September 30, 2017, during the 18th National Role Models Conference sponsored by Minority Access, Inc., Prince George's Community College was one of 37 colleges and universities across the country recognized as an institution committed to diversity for 2017.

# EFFORTS TO INCREASE THE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS

## RECRUITMENT AND RETENTION

### **GOAL 1.**

*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 Office of Recruitment has taken the following measures to enhance effective ways to recruit diverse students within the county's school system, with particular focus on Hispanic and Latino students, that include the following initiatives:

#### **Partners, Participation, and Initiatives**

- Hispanic Hotline
- University of Maryland Educational Opportunity Center (UM-EOC)
- Maryland Multicultural Youth Center
- Latin American Youth Center (LAYC)
- Langley Park Day
- PGCPS TV taping in Spanish, shown on PGCPS TV station county wide. It is all done in Spanish and it gives important information to Spanish speaking families on how to go about making college education a reality.
- Advertising and programming through Radio America
- Private school visits
- PGCPS ESOL student outreach

#### **Hispanic Events**

- Bell Multicultural Career and College Fair
- Latin American Youth Center New Futures Career Fair, Campus Tours, Summer programs & Regular visits
- Maryland Multicultural Youth Center Campus tour & GED program recruitment presentations
- Liberty's Promise youth program regular visits, mostly serve in highly Hispanic and African populated areas
- Estudios a Su Alcance College Fair at UMD, yearly event
- Northwestern High School Flea Market information table
- Encuentro De Chicas Latinas (Girl Scout Event)
- Hispanic Festival, Lane Manor Park
- Assisted over 300 Hispanic students through the UM-EOC partnership

- Teen Parent programs - St. Ann’s Infant and Maternity Home and Even Start Teen Family Literacy Program
- Pregnant and Parenting Teen Parent Conference
- National Hispanic College Fair – Host Site for fair 500+ PGCPs ESL students

With respect to student recruitment, the College continues to experience a mild decline in the percentage of Black/African-American students (from 74.1% in fall 2013 to 70.9% of all credit students attending in fall 2016). Over the same time period, the percentage of Hispanic/Latino students rose from 8.0% to 11.3% of the credit student population.

<b>Ethnicity for Students</b>	<b>FY 16</b>	<b>FY 15</b>	<b>FY 14</b>	<b>FY 13</b>
Black/African-American only	70.9%	71.7%	72.5%	74.1%
American Indian or Alaskan Native Only	0.4%	0.4%	0.4%	0.4%
Asian Only	4.2%	3.5%	3.6%	3.4%
Hispanic/Latino	11.3%	10.5%	9.3%	8.0%
Multiple Races	3.1%	2.8%	2.7%	2.3%

**OBJECTIVE 2:** Develop programs for students that engage underrepresented populations.

**TASKS COMPLETED**

**The Office of Recruitment**

**MNCPPC Miss Quince**

There are future plans to provide college preparation workshops as well as complete a campus tour to 15 hand selected teen girls in the Miss Quince program. The Miss Quince program is an extraordinary 10-week program that includes workshops related to etiquette, dance, health and fitness, college preparation, personal development and service projects. The program culminates in a magnificent spring Quinceañera celebration, a cultural tradition which celebrates the journey from childhood to maturity with family, friends, music, food and dance.

**Langley Park and surrounding area Events**

- FAFSA Workshops at High Point High School
- Maryland Multicultural Youth Center, Focus on the Future College and Career Fair, Riverdale site
- College Transition week, Bridge Program to assist transition students in ABE/GED/ESL programs to credit classes, many of these students and some of our sites are in the Langley Park area, 400+ students attended this event
- Langley Park Day, annual event
- Carrollton Elementary Career Day, a great opportunity for early exposure to college and educational planning for elementary school children in a predominately Hispanic area
- Beltsville Day

- Literacy Counsel Teach in Event, many international students attend this event
- Hispanic Youth Institute, over 100 Prince George's County students of the 250+ students that attended the event from the tri-state area

### **Office of Student Engagement and Leadership Programs**

The Office of Student Engagement and Leadership Programs offered a plethora of diversity related programming to help increase the engagement of underrepresented students to include:

- Salsa Dance Workshop for Hispanic Heritage
- Black History Presentation: “The D.O.P.E (Different Original, Peaceful & Extraordinary) Model: Learning the Hustle Through Hip-Hop
- Black Card Revoked: A Black History Trivia Game
- Black Lives Matter & Civil Rights Movement Panel
- Black History Month Poetry Slam Open Mic
- Keynote presentation: “The Ideologies of Martin Luther King Jr. and Malcolm X.”
- Nazu African Drum & Dance
- Panel Discussion on Racial Profiling and the Constitution
- Panel Discussion on the Rights of Immigrants

### **Retention Services**

In an effort to develop programs for students that engage underrepresented populations, the following noteworthy collaborative activities and events were facilitated by various retention service programs:

- Diverse Male Student Initiatives (DMSI) – facilitated bi-weekly workshops for male students of color to explore ideas and develop practical skills for assuming leadership roles. The initiative’s purpose is to have a program that supports men and helps them focus their energies toward self-improvement and community involvement.
- Women of Wisdom (W.O.W) – facilitated a variety of workshops and hosted various events to enhance the academic, personal, and professional development of student participants.

**OBJECTIVE 3:** Increase marketing for the College’s Collegian Centers, Health Science programs, International Education Center and transfer opportunities to colleges and universities.

### **TASKS COMPLETED**

The Office of Student Academic Planning and Career Readiness provided some dynamic transfer initiatives during FY 17 to help provide students with an opportunity to engage with colleges and universities that will prepare them for their next part of their pathway.

- “College Signing Day” is often associated with high school athletes committing to a college team. However, on May 2, 2018, the College decided to redefine what “College Signing Day” means. Using the same concept of traditional college signing day, the college recognized more than 50 students who will be graduating with their Associate’s degree and transferring to a four-year college. Many of these students were offered scholarships from their transferring institutions, ranging from \$5,000 to \$60,000. The idea of "Transfer Signing Day" stems from the Transfer Committee’s ongoing desire to reinvest in transfer success and student engagement.

- Two amazing candidates were selected as our first Mr. Transfer students, Sir Jamar Hodge and Juan Kane. Both students will serve as student advocates to assist the transfer committee with educating students about the importance of researching transfer options and being aware of requirements and eligible transfer coursework.
- On Wednesday, February 14<sup>th</sup>, the first Meet the Greeks: Transfer Forum was held. Students enjoyed a panel discussion led by PGCC Community College faculty and staff who are members of Greek-letter organizations. Those present learned how these organizations impacted their success and decision making while in college and gained insight into various options for transfer after graduation. The Transfer Team was recognized by the ACPA Graduate Students and New Professionals as the Community of Practice Program of the Month for this Meet the Greeks Event in April, 2018. This program was attended by 165 students.
- On March 28, 2018, the annual Transfer Day event was held. There were 54 visiting schools and 76 college representatives with 519 students attending.

**OBJECTIVE 4:** Increase hiring of underrepresented groups in the faculty and staff ranks by 25% by FY 17.

**TASKS COMPLETED**

The overall trend from FY 16 to FY 17 shows a slight increase in hiring individuals from underrepresented groups. The FY 17 Workforce Profile finding of New Hires is as follows:

<b>Ethnicity for Employees</b>	<b>FY 17</b>	<b>FY 16</b>	<b>FY 15</b>	<b>FY 14</b>	<b>FY 13</b>
African American/Non-Hispanic	61.58%	67.19%	65.00%	53.85%	32.32%
American Indian	0.28%	0.00%	0.60%	0.66%	1.02%
Asian/Pacific Islander	4.52%	3.62%	2.00%	4.40%	3.81%
Hispanic	5.37%	4.52%	2.60%	4.40%	2.28%
Reporting Two or More Races	1.98%	1.36%	2.20%	0.88%	1.02%

As we focus on diversity and inclusion, the last five years shows a slow progression toward hiring individuals from underrepresented groups. The data in FY 17 shows a slight decrease in hiring among African American/Non-Hispanic by 5.61%. However, the trend over the last five years indicates African American/Non-Hispanic new hires most prevalent with an average of 55.99% among all underrepresented groups. There was a slight uptick of individuals identifying as Asian/Pacific Islander with an increase of 0.90% from FY 16. While the trend shows a slight increase in hiring individuals identifying as Hispanic, continued efforts are required to engage and attract Hispanic and other minorities for faculty and staff positions.

**OBJECTIVE 5:** Emphasize the importance of cultural diversity during the hiring process.

**TASKS COMPLETED**

The Recruitment Department has leveraged its engagement with the Higher Education Recruitment Consortium (HERC). A collaboration with PeopleAdmin and HERC gives the Recruitment Department the opportunity to post positions on multiple diversity sites affiliated with DirectEmployers (DE) Association Job Syndication Alliances with just a click of a button on our applicant tracking system (ATS). This available technology allows Prince George’s Community College to advertise positions on

multiple diversity sites at no additional cost. The data, evaluation, and monitoring to be reported in FY 18.

In addition to leveraging technology for cultural diversity awareness during the hiring process, the Recruitment Department attended the Mid-Atlantic HERC Spring Conference “Transforming Talent: Thriving in Disruptive Times.” The conference was designed to provide an understanding of current research and best practices that align recruitment, diversity, and leadership development efforts, related to generational differences in the workforce.

## **RETENTION**

**OBJECTIVE 1:** Create opportunities for participation in programs geared toward academic success.

### **TASKS COMPLETED**

#### **Retention Services**

In an effort to create opportunities for participation in programs geared toward academic success, the following noteworthy collaborative activities and events were facilitated by various Retention Services programs:

- Diverse Male Student Initiatives (DMSI) – Morehouse College “Pipeline” collaboration represents an intentional focus on ensuring that a smooth transfer process exists for eligible students interested in attending Morehouse College. From this collaboration, several on campus workshops were facilitated by Morehouse alumni. They sponsored four students and two male staff members at no cost for a 3-day campus visit of their college and city.
- Veteran Services – Doctor’s Community Hospital internship program was created and provided 10 veteran students with unique training and learning opportunities regarding the various roles, responsibilities and expectations that exists within the hospital setting.
- Women of Wisdom (W.O.W.) – Community service activities and events consisted of partnering with GoodieGirl Bag and Humble Servant to demonstrate to student participants the importance of civic engagement and intrinsic reward, while developing their knowledge and skills of programming, networking and leadership.

#### **Advising and Transfer Services**

In February, several events were held at University Town Center (UTC) to honor Black History Month including the HBCU Experience Forum on February 21<sup>st</sup> and live streaming two events – “Is the Black Lives Matter Movement an evolution of the Civil Rights Movement?” panel discussion on February 21<sup>st</sup> and the Truth Thomas poetry recitation on February 28<sup>th</sup>. The staff were excited to partner with colleagues from the Largo campus and the Laurel College Center on these events via streaming.

**OBJECTIVE 2:** Develop mentoring, professional growth, and other retention initiatives to reduce disparities in the retention rates of faculty and staff from diverse groups

### **TASKS COMPLETED**

During the 2017 review period, the College continued to capitalize on the incentives and initiatives all aimed at retention. Tuition assistance and tuition waiver for qualified employees continues to serve as a benefit to qualified employees who wish to enhance their education. The college's realignment brought together Human Resources and the Center for Professional Development to create one division, Human Resources and Organizational Development (HROD), under the Administrative and Financial Services area. This merger allows for a collaborative effort of providing enhanced professional development opportunities for faculty and staff. The launch of Cornerstone Learning Management System maximizes the employee's opportunity to design self-directed trainings as well as allows managers to participate in an employee's professional development experience by monitoring their progress or recommend beneficial trainings.

The College continues to support its Dare to Excel employee incentive program designed to foster participation and support retention efforts. Any member of the college community can nominate an employee for outstanding performance and customer service. Awards include a day off with pay, lunch with the president, and retail gift cards. The program also includes monetary awards for efforts that result in significant financial savings for the college.

The College continues to offer comprehensive and comparable benefits plans designed to attract new employees and retain current employees. The college continues to pay 100% of the following benefits offered to employees:

- Long-term disability
- Employee Assistance Program (services available to employee and immediate family members)
- Employer paid life insurance

Also, the College is increasing its efforts to provide employees with wellness information designed to enhance the individual's work-life balance.

**OBJECTIVE 3:** Increase underrepresented student's awareness of retention services, tutoring and financial aid.

### **TASKS COMPLETED**

In an effort to *increase underrepresented student's awareness of retention services, tutoring and financial aid*, the following activities were facilitated by various retention service programs:

- Women of Wisdom (W.O.W.) created a Twitter account to communicate with and inform student participants of various events and important academic deadlines and services.
- Diverse Male Student Initiatives (DMSI) relied on group texting to inform student participants of various events and important academic deadlines and services.

## EFFORTS DESIGNED TO CREATE CULTURAL AWARENESS

### 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**

Following are the courses offered this year through the Professional and Organizational Development Department that were diversity related and the total number of participants:

- MD Kognito LGBTQ Diversity Course – 60 participants – 10 Sessions
- “Bringing Our Values to Life” – Introduced participants to the values of Prince George’s Community College and the behaviors that reflect the values. Special emphasis is placed on the diversity value with explanation about the Diversity Committee and the state requirement of a diversity plan from all public colleges in the state – 60 participants – 10 sessions
- Title IX for Higher Education – 2,082 participants (one of the two mandatory training courses)

The Library offered many educational opportunities this year around diversity topics – some of them sponsored by Circulation Services. They included:

- Facebook Postings - On the Prince George’s Community College Library Facebook page, there are daily posts made highlighting themes for the month, author birthdays, Dictionary Words of the Day, interesting library trivia, and historical events, with call numbers to books in the library collection. For the month of July, the Library posted 53 items. In addition, there were 59 postings in August, 55 items in September, 50 items in February, and 55 items in March. Postings included the July Diversify Your Reading post of reading a book about an eccentric character; 22 Books That Celebrate Lesser-Known African Americans and Their Contributions to History; assassination of Malcolm X in 1965; birth anniversaries of W.E.B. Du Bois (1868-1963) and "Fats" Domino (1928-2017); information honoring Women's History Month and Irish American Heritage Month; and The Black Bard of North Carolina: George Moses Horton and his Poetry.
- Monthly Book Display - Each month, Circulation Services selects a range of books from its collection for use on its book display shelves, four total, 2 bookshelves on the first floor and 2 octagonal on the first and second floor, all located near entrances and exits. The books on the displays are available for checkout and generally revolve around multicultural or heritage-centered themes.
- Prince George’s Community College Library Learning Resources published its first issue of *Bookends* Volume 3, the Valentine issue, featuring nods to Black history Month. This issue highlighted the archived photos of two visits to the campus by President Barack Obama and



featured the book, *Counting Stars* by Atiha Sen Gupta. The March issue of *Bookends* featured nods to Women's History Month and Irish American heritage Month. The staff feature included Dr. Janet Sims Wood, our part-time librarian and historian. This issue highlighted the archived photos of several of Janet's events on campus including her book signing of *Dorothy Porter Wesley at Howard University: Building a Legacy of Black History*.

Other diversity programming included:

- The Trio Upward Bound program received funding from the U.S. Department of Education to support a 2017 UB Cultural Day focused on Morocco. This event featured student presentations and discussions on the following: History and Education, Politics and Economy, Geography and Climate, and Culture and Food.
- The Office of Student Engagement and Leadership sponsored a program "Is the Black Lives Matter Movement an Evolution of the Civil Rights Movement?" The program explored the Civil Rights Movement and the Black Lives Matter Movement featuring a panel of experts including civil rights activist Rev. Dr. Perry Smith who worked alongside Rev. Dr. Martin Luther King, Jr.
- The Laurel College Center sponsored a Constitution Day Celebration entitled "The Rights of Immigrants in America." Salomon Bankole-owner of his own Immigration Law Firm and Pablo Blanco who manages the Citizenship statuses for documented and undocumented immigrants. This event helped to get rid of falsehoods about deporting immigrants and let the audience know that everyone has rights. During this event PGCC students were able to discuss all of the different countries LCC students are from. The students at the Laurel College Center represents over 30 countries. They discussed differences, similarities, hopes, and dreams. There were 30 students present.
- In recognition of Black History Month, the Laurel College Center hosted "Truth Thomas" a renowned poet, author, musician, publisher, NAACP Awards recipient, and current Howard Community College professor to poetically speak "The Truth." During this celebration, students learned that no matter the color of our skin...we all come from Africa. Students learned about their cultural similarities rather than focusing on their physical differences. There were 35 students present.

## **INCLUSIVE ENVIRONMENT**

### **GOAL 1.**

*Create an inclusive culture that provides a sense of belonging in a welcoming environment that recognizes, respects and appreciates individual differences.*

**OBJECTIVE 1:** Gauge attitudes and beliefs about the College's current culture and environment.

### **TASKS COMPLETED**

During the 2016-2017 academic year, the Inclusive Environment Sub-Committee created a forum where topics related to diversity could be discussed with all members of the college community. There was one

Diversity Roundtable this year: “Fighting for Freedom: African American Women in the Women’s Army Corp during World War II.” There were over 25 participants at this event. One professor brought her class to this session that occurred during Black History Month.

In spring 2018, Prince George's Community College conducted the Community College Survey for Student Engagement (CCSSE). This survey asks about institutional practices and student behaviors that are highly correlated with student learning and retention. Similar to the last administration of the survey in spring 2014, the Diversity Committee members were able to provide questions about diversity at the college and in the classroom.

Students were asked how *strongly they agreed or disagreed* (on a five-point scale) with the following statements:

- 1. PGCC welcomes everyone regardless of their race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, income level, and ability/disability.*
- 2. At PGCC, you never or very rarely hear insensitive remarks from faculty or staff.*
- 3. My instructors treat all students as capable learners regardless of their race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, income level, and ability/disability.*
- 4. My instructors create a class environment where students with different religious/political beliefs feel comfortable expressing their views.*

These four questions also appeared on the previous administration of the CCSSE, and the College will be able to compare the responses. This will allow us to see if the student perspective on diversity at the institution has changed over the last four years and provide us some insights into how our commitment to diversity is emanating throughout the college. The results of the survey will not be available until later this summer, as they are analyzed by the Center for Community College Student Engagement at the University of Texas at Austin.

## **CURRICULUM**

### **GOAL 1.**

*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**

While this was not an official assessment cycle for the PAS 1000 course, the committee continued to distribute the diversity cards to the students enrolled in the PAS 1000 course for both fall and spring semester. The diversity cards included the diversity logo and the approved College definition of diversity. The goal of disseminating the cards was to both promote the official definition and to spread awareness of the definition to all first year students taking PAS 1000. The instructors continued using the diversity assignment which included a rubric for assessment purposes. This assignment included a class activity where students were assigned a participant identity. Students were asked to wear the appropriate label. From that point on, they assumed that label's identity. Instructors encouraged the students to think about their characteristics based solely on the labels that they had been assigned. They were also asked to think about their own biases and to write descriptors honestly based on their values and experiences. The assignment was mandatory for all students. Feedback from the faculty indicated that students seem to get a lot out of the assignment: exposure to and information on all dimensions of diversity, correct definitions of stereotypes, and discrimination. Students receive information and engage in discussion on how diversity and their own and other's perceptions can impact their education/career/future as well as how they can succeed and flourish in diverse environments. This assignment gets them to think outside of race as the only dimension of diversity. The Office of Research, Assessment, and Effectiveness conducted an assessment on the sections offered during the second- half semester courses. The learning outcome for the diversity component of this course was; to examine the different dimensions of diversity, with careful consideration for others from culturally diverse backgrounds. A Business Objects report was also generated at the conclusion of the semester. The results revealed the following:

- Number of sections classes run in fall 2017 – 84
- Number of students enrolled fall 2017 – 1, 425
- Overall success rate for fall 2017 – 77.7%
- Number of sections run in spring 2018 – 51
- Number of students enrolled in spring 2018 – 662
- Overall success rate for spring 2018 – TBD

\* Data from Business Objects Report Fall 2017

**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, several courses were added to the college's existing list of courses that included diversity as a learning outcome. The committee will continue to work with the department chairs to continue adding courses to the inventory with a goal of having courses in each division that contain diversity as a component or as a learning outcome. Below is the current list for 2017-2018:

#### **Humanities, English, and Social Sciences Division**

##### **ART**

**Art 2700:** Art Survey I- Course outcome: Evaluate various conceptual ideas underlying diverse movements in art.

**Art 2710:** Art Survey II- Course outcome: Evaluate various conceptual ideas underlying diverse movements in art.

## **COMMUNICATION**

**COM 1090** – Interpersonal Communication - Course outcome: Demonstrate and evaluate skills for enhancing multicultural communication

**COM 2230** – Intercultural Communication - Course outcome: Explore communication differences and similarities when living and working with people of differing ethnicity, race, sex, age, and/or nationality.

## **ENGLISH**

- **EGL 1040: Media Writing:**
  - Course outcome: Explain the context in which modern media operate, including historical, legal, and ethical considerations that govern the press in the United States and abroad.
- **EGL 1320: Composition II: Writing for Business**
  - Course outcome: Analyze and explain cross-cultural, ethical, and legal considerations pertinent to business communication.
- **EGL 1340: Composition II: Writing about Technical Topics**
  - Course outcome: Identify and apply legal, ethical, and cultural considerations to issues in technical communication.
- **EGL 2090: World Literature from Ancient Times through the Middle Ages**
  - Course outcome: Evaluate and analyze major works in world literature using biographical, cultural, and/or sociopolitical contexts.
- **EGL 2110: World Literature from the Renaissance to the Present**
  - Course outcome: Evaluate and analyze major works in world literature using biographical, cultural, and/or sociopolitical contexts.
- **EGL 2120: Introduction to African Literature**
  - Course outcome: Explain the sociopolitical, cultural, and linguistic significance of African literature for contemporary African societies.
- **EGL 2210: The Shakespeare Plays**
  - Course outcome: Describe the various groups of characters and their interactions, and analyze how the social structure affects the meaning of the play.
- **EGL 2410: Mythology, Legend and Folklore**
  - Course outcome: Explain the belief systems (creation stories, war epics, hero stories, etc.) and social constructs of various cultures within the Western world and among those cultures and selected cultures of the non-Western world such as Chinese, Indian, Native-American, and Babylonian.
- **EGL 2430: Survey of Science Fiction**
  - Course outcome: Explain how a science fiction text reflects the social, cultural, and intellectual climate when the work was written.

## **WMS 1010: Women's Studies:**

Course outcome: Explain the intersection of race, class, sexuality, and gender.

## **Health, Business, Public Service Division**

### **BMT 2720: Managing Workplace Diversity:**

Course outcome #1 - Define diversity and diversity consciousness.

Course outcome #4 - Identify communication methods in a world of diversity.

### **CJT 1530: Community Policing:**

Course Outcome #4 - Explain the interactions between police and various culturally diverse groups, the media and other entities.

### **PAR 2560: Basic Medication:**

Course outcome #2 - Analyze legal, moral, cultural, ethical and diversity issues common to mediation situations.

### **TED 1400: Introduction to Multicultural Education:**

Course outcome #2 - Modify activities and lessons to reflect multicultural principles, concepts and/or strategies.

Course outcome #4 - Evaluate whether literature and instructional materials promote respect and reflect diversity.

Course outcome #6 - Use various multicultural approaches to create a positive classroom environment.

### **Nuclear Medicine:**

**NUM 1560** – Course outcome: Select appropriate techniques for interacting with a diverse population

### **Radiography Program:**

**RAD 1530** - Course outcome: List implications of cultural diversity in the healthcare setting

**RAD 1540** - Course outcome: Identify cultural differences in the healthcare setting

**RAD 1550** - Course outcome: Identify verbal and nonverbal cultural differences

**RAD 2530** - Course outcome: Identify strategies for overcoming barriers to cultural diversity in the healthcare setting

**RAD 2540** - Course outcome: Employ strategies to overcome barriers to cultural diversity in the healthcare setting

### **Surgical Technology:**

**SGT 101** - Course outcome: Identify the physical, spiritual and psychological needs of the patient including Maslow's hierarchy of needs.

## **INTERFAITH UNDERSTANDING AND COOPERATION**

### **GOAL 1.**

*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**

Interfaith programs were held throughout the fall and spring semesters. This year's theme for the 9/11 National Day of Service and Remembrance program on September 11, 2017 was "Building Peace and Unity Tomorrow Together." The focus promoted peace, unity, and healing through the performance arts.

On November 15, 2017, one of the movies from the Belief Series hosted by Oprah Winfrey, "Acts of Faith," was shown. The movie supported the notion that beliefs can be a powerful guiding force to endure and overcome in some of the most difficult situations. In this episode, everyone faced a challenge to overcome, and they found their source of strength in a variety of different ways.

Prince George's Community College students and employees continue to volunteer at the SHARE Food Network Warehouse three days each month. SHARE is a sustainable, social enterprise of Catholic Charities that helps anyone save money on nutritious, healthy food and distributes high-quality, affordable and nutritious food as a way to build community and strengthen families throughout the Washington Metropolitan area. The facility produces 10,000 packages of food per month. The College has been supporting SHARE monthly since January 2013. There were 78 unique participants this year with many participating multiple times.

The Martin Luther King, Jr. Holiday was observed on Monday, January 15, 2018 and is a national day of service. This year, The Interfaith Service Committee encouraged the members of the college community to participate in service opportunities in their local communities and to share their experiences through the Employee Community Service system located in myPGCC.

The FY2017 year culminated with a visit to the Museum of the Bible on May 4, 2018.

## **REPORTING OF HATE-BASED CRIMES**

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 Affairs 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.



**Maryland Higher Education Commission  
Education Article 11-406 – Plan for Program of Cultural Diversity  
FY 2017-2018**

**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)].

## **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 2017-2018, p. 6). 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. 6). The Wor-Wic cultural diversity plan promotes the inclusivity of diverse students and employees. As part of the plan, Wor-Wic instituted several initiatives to enhance diversity. The college's cultural diversity committee, with representation from all areas of the college, ensures progress is made on the implementation of the cultural diversity plan and the coordination of multicultural events. The college holds annual Title IX training to ensure staff are knowledgeable of reporting crimes of sexual violence and provides the same information to new and returning part-time faculty at fall and spring professional development sessions. 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 seeks a diverse staff and faculty. As a result, the college's human resources office annually reviews hiring guidelines to ensure the college is reaching a culturally diverse applicant pool.

As for facilities and responding to the needs of underrepresented groups, Wor-Wic has done extensive work to improve handicap accessibility in all buildings. Facilities management determined that handicap accessible doors (operators) were reaching their end-of-life for various reasons (age, wear, functionality, etc.). The college has 45 automatic door operators; ten of the

operators were replaced or repaired this year. Currently, four operators are out of service or under repair in one building (Fulton-Owen Hall). The department's goal is to address the remainder of the failing operators (11 per year over the next three years). Facilities management has budgeted for the installation of two new accessible doors for FY 2018-2019: one door for counseling services (Maner Technology Center); and a door for the media center (Brunkhorst Hall). Further, a new door operator was installed this year in the financial aid-admissions suite entrance in student Services (Brunkhorst Hall 109), a high-traffic area for students and staff.

**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.**

The cultural diversity committee, formed in 2009 as part of the college's initial cultural diversity initiative, meets a minimum of four times per year. The committee is comprised of students, staff, and faculty representatives. The committee's events included presentations Irish-American Heritage, women's history, disability awareness, African-American history, dance, and poetry. One new event for FY 2018 was held in collaboration with the hotel-motel restaurant program's culinary component called Passport around the World, a fall and spring luncheon to showcase international food. Another new event coordinated by the committee was an international student presentation featuring an international student discussing race, religion, politics, social activities, education, food, and customs of the country. The first international student presentation was held in February 2018 and had 22 attendees (see Appendix A for cultural diversity committee events).

**Goal 2: Examine and list community resources related to diverse populations to enhance cultural diversity linkages with the college.**

During FY 2018, the admissions office expanded efforts to offer college services to students that lacked transportation to the college by taking representatives from the admissions, registrar, and financial aid offices to selected high schools in the college's service area. This year a majority of schools in Wicomico County will take advantage of this opportunity, in addition to several schools in Worcester and Somerset Counties.

One of the primary roles of the admissions office is to promote the college and its programs of study to prospective students and residents of Worcester, Wicomico, and Somerset Counties. In this pursuit, the admissions office visits local high schools and various community events within the tri-county area:

**“Community Block Party”** - In cooperation with Wicomico High School, the WWCC admissions staff participated in a Saturday “Community Block Party” which was located in a Salisbury, MD neighborhood, an area where a majority of “at risk” students that attended Wicomico High School resided. The event's focus was to help parents and students understand access and the value of higher education.

**CPIP: College Awareness Program** - This cooperative project between WWCC and the Wicomico County Board of Education's Gear Up program was comprised of four specific program activities for Wicomico County students. The first was a series of “Saturday Academies” which focused on hands-on, engaging activities with their peers and college-level instructors focusing on various STEM areas of study. While the students were taking part of these activities, their parents were given the opportunity to attend presentations focused on topics related to student success and college preparation.

Secondly, students were given the opportunity to visit Wor-Wic Community College's campus (once in the fall and spring). These campus visits focused on college preparation and career opportunities associated with the college's Allied Health programs. The third activity was a STEM Career Summer Camp that provided students information in regards to STEM related careers and the techniques, tools, and skills associated with these careers. Finally, students took part in a three-week PSAT preparation program held at three of the local high schools. This PSAT preparation took place prior to the students taking the actual PSAT.

**“Information Nights”** – The admissions office held several information nights in order to promote certain college programs that featured specific advantages for students. One night dealt with dual enrollment, which offers students the opportunity to attend college at varied discount rates while still in high school. Sixty-one students and their parents attended the event. Another night dealt with the Wicomico County Economic Impact Scholarship program (WEIS), which offered the possibility of free college for certain students residing in Wicomico County and was the result of a partnership between WWCC and Wicomico County. Forty-two students and their parents attended the event.

The director of career services has worked with 10 dislocated workers (8 Trade Adjustment Assistance Act funding and 2 Workforce Innovation and Opportunity Act 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, the career services director also works with approved students to handle their funding, purchase their textbooks, maintains their class schedules each semester as per funding regulations, and processes invoices for third party billing.

The director of career services has also provided career development presentations on career exploration and assessment, and choosing a major to local area middle and high school students. The following high school programs participated in the presentations: Somerset County, Wicomico County Transitional Program, Wicomico Mentoring Project, Worcester County, and Wicomico County At-risk Program. In addition, the director of career services has given career development presentations for Joseph House, Big Brothers – Big Sisters, and the Homeless Community Outreach Project.

Career services also facilitated a free workshop on preparing an effective resume and job search tips in March 2018 that was open to current students, alumni, and community. Lastly, a major career services initiative was to provide an annual spring job fair that was open to students and the community. The job fair, held April 5, 2018, hosted 59 employers from all areas of industry. The free event was open to current students, alumni, and the community. Of the 338 job seekers, 161 (48 percent) were from the community members.

### **Efforts to Increase the Representation of Traditionally Underrepresented Groups**

In addition to efforts to increase the diversity of its student population, Wor-Wic aims to increase diversity of its staff and faculty. Nineteen 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 (34 percent), it is higher than the average for all small Maryland community colleges (10 percent). According to the 2017 Performance Accountability Report Indicator #21,

of the seven small Maryland community colleges, Wor-Wic has the third highest percentage (8.5 percent) of full-time credit faculty who are minority. Wor-Wic has reached 71 percent of its benchmark of 12 percent for minority faculty. Wor-Wic ranks first among the seven small community colleges in the percent of full-time administrative/professional staff who are minority. Wor-Wic’s percentage increased from the fall of 2014 (10.4 percent) to the fall of 2016 (14.5 percent). The college has met its benchmark of 14 percent (2017 Performance Accountability Report Indicator #22). These data demonstrate the college’s continued commitment toward the promotion of diversity among faculty, staff and students.

From Fall 2007 to Fall 2017, the number of full- and part-time employees at the college has increased by 32 people, or 8 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, Table 3.8). While the college has made efforts to increase the number of employees, staffing levels at Wor-Wic are somewhat low in relation to other small Maryland community colleges. The ratio of FTE students to FTE employees at Wor-Wic is 10.1 compared to 6.5 for other small Maryland community colleges (FY 2017).

Table 3.8 FTE Enrollment and Employees by Classification

<b>Fall</b>	<b>FTE Enrollment*</b>	<b>Total Employees</b>	<b>Faculty FT (CR/CE)</b>	<b>Faculty PT (CR/CE)</b>	<b>Administrators FT and PT</b>	<b>Support Staff FT and PT</b>
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
2016	2760.29	426	73	178	71	104
2017	2620.12	436	71	175	78	112

FT=Full-time, PT=Part-time/CR=Credit, CE=Continuing Education (Non-Credit)

\*Fiscal Year Data

In response to a departmental goal to “Create and implement hiring guidelines that will help search committee members conduct effective interviews that comply with anti-discrimination laws,” the human resource office (HR) uses a combination of recruiting tools to attract minority applicants, including mailings to local minority organizations and the use of affirmative action emails through HigherEd.com, which reaches nearly 300,000 minority job applicants. For FY17, 25 percent of applicants identified as minority. According to the U.S. Census Bureau (2016), 33 percent of Wicomico County is represented by minority groups, and 17 percent of Worcester

County is represented by minority groups. The average for both counties is 25 percent. It appears Wor-Wic continues to be successful at ensuring a diverse applicant pool.

As of June 30, 2017, 17 percent of all standard employees identify as minorities. The minority statistics for all full-time and part-time employees are higher than the other small community colleges in Maryland (2018 Data Book 76) except in one category. Chesapeake College has 18 percent compared to 16 percent for full-time employees at Wor-Wic. Further, 19 percent of Wor-Wic's full-time standard staff (administrators and support staff) employees identify themselves as minorities. Wor-Wic continues to increase its percentage of minorities in full-time faculty positions. The figures changed from 6 percent in 2013 to 8 percent in 2014 to 12 percent in June 2015. During FY16, two minority faculty members resigned, lowering the percentage as of June 2016 to 10 percent. While this number does not reach the college's goal of 12 percent minority, it is higher than four of the other six small community colleges in Maryland, whose faculty statistics range from 2 percent to 15 percent minority (2018 Data Book 73).

In addition to attracting minority applicants, Wor-Wic's HR department helps search committee members conduct effective interviews that comply with anti-discrimination laws. An HR representative meets with each search committee chair to discuss the hiring process. Committee members receive tools about acceptable and unacceptable questions, as well as training on PeopleAdmin (software) and various interviewing topics. More than 100 employees received search committee training since 2013. HR reviews and modifies all interview questions to remove chances of discrimination in the hiring process. In 2016, the college developed a new five-year strategic plan, created a new strategic priority regarding human resources, and assigned a priority team to "ensure a high quality workforce by enhancing recruitment and hiring practices, addressing staffing needs and providing equity in compensation." Three major goals were established by the HR priority team, including the goal to increase diversity in faculty and administrative positions. Further, the priority team identified benchmarks and created numerous action plans in late 2016 aimed at achieving the diversity goal, some of which include: (a) initiate branding efforts to facilitate recruitment efforts; (b) review hiring practices and make recommendations to improve the diversity of search committees; (c) establish an ad-hoc committee to improve recruitment and retention strategies to attract/retain minorities; and (d) modify recruitment strategies to attract diverse candidates.

The climate of respect for diverse ideas, cultures, and backgrounds at Wor-Wic is evidenced in the diversity of its student body. The minority credit student enrollment (36 percent non-white) and non-credit enrollment (36 percent non-white) exceeds the minority population of the colleges service area (30.4 percent non-white) (2017 Performance Accountability Report Indicator #20).

In support of Wor-Wic's diverse student body, the college explores grant-funded programs and innovative opportunities aimed at success and goal completion for under-represented students. Student Support Services (SSS) is a federally funded five-year (renewable) TRIO Title IV program that serves 144 students annually who are economically disadvantaged, physically and learning disabled, and first-generation college students. The program is comprised of students of all ages and multi-ethnic backgrounds. The program's end-of-year report for the 2016-17 academic year showed that SSS students had a 88 percent persistence rate, and 80 percent of students were in good academic standing (2.0 GPA or higher). SSS also reports that within the

first year's cohort of 140 students, 50 of those students so far have achieved their goals through graduation and/or transfer to a four-year college. Of the remaining participants, 43 students are still enrolled in the college and the TRIO SSS program, working to complete their college degree. SSS attributes their success to individualized counseling/academic advising and tutoring sessions. In addition, program staff request periodic updates from faculty instructors throughout the semester to track SSS participants' academic needs. TRIO SSS advisors also meet with students individually and offer various types of support, including assistance with academic advising, counseling, tutoring, transferring, and social activities.

The former financial aid state scholarship and veterans coordinator is currently the full-time director of the Veterans Upward Bound (VUB) program. While in the former role, the director advised the Wor-Wic Veterans-Military Association, a student club. During FY 2018, the student club sponsored a bus trip to the National Memorial Mall and Smithsonian museums in Washington, D.C on November 6, 2017 (43 participants). In addition, the club held its annual Veterans Day ceremony on November 7, 2017 (132 participants) and the Memorial Day ceremony on May 27, 2017 (78 participants). In addition, the club holds a pizza-social for veterans to mingle and share military camaraderie (20 participants, monthly average). Further, the club had three student veterans that represented the college at the Maryland Legislature's annual Student Advocacy Day on February 7, 2017.

Veterans Upward Bound (VUB) is a federally funded Title IV (TRIO) program designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in the core subject areas. The primary goal of the program is to increase the rate at which participants enroll in and complete postsecondary education programs. VUB serves 125 veterans and began in the Fall 2017 semester. The following tables provide a breakdown of current program students by gender and race:

**Gender**

Female	Male	Total
3	21	24

**Race**

African American	Hispanic or Latino	Caucasion	Total
7	1	16	24

The continuing education workforce development division (CEWD) offered multiple courses and initiatives in FY 2018 to further cultural diversity for incarcerated, developmentally disabled, and economically disadvantaged populations. CEWD also has multiple initiatives in FY 2018 that include partnerships, grants, and training to foster employment, leadership, and communication for diverse audiences (see Appendix B for CEWD FY 2017 initiatives).

For developmentally disabled populations:

- Two computer courses for transitional youth entitled Introduction to Computer Applications and the Internet Part I and Part II as part of a Computer & Office Skills Certificate.
- Two computer courses for transitional youth entitled Applied Computers and Technology Part 1 and Part II as part of a Computer & Office Skills Certificate.
- One new 16-hour computer course offered in Spring 2018 for second-year students: PC Technician Basics.
- One course entitled: Tech Savvy Tips in Using Technology, Social Media, and the Internet Safely.
- Transitional youth classes (Financial Literacy and Life-Centered Employment and Education) designed for students aged 18 – 21 with cognitive disabilities 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 16-hour Child Development Assistant course and a new 16-hour Child Development Assistant course, designed for cognitively disabled youth who are interested in working as a child care assistant in a childcare setting.
- A 32 hour buildings and maintenance class designed for cognitively disabled youth who are interested in working in the landscaping or building maintenance profession. The course also includes a work-study hands-on instructional segment with Wor-Wic facilities personnel who provide demonstration, coaching, and feedback to the students on the daily lesson plan.

For economically disadvantaged/at-risk populations:

- 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.
- Career Technical Education ServSafe instruction offered to incarcerated youth at the Lower Eastern Shore Children's Center for the Maryland State Department of Education and at the J. DeWeese Carter Center in the lower eastern shore.
- Students with criminal backgrounds (with the exception of moving violations that will prevent them from obtaining a CDL license) are now accepted into the CDL training program if they meet all program requirements.
- DNR EARN MD Grant Initiative Work2Live WELL that WWCC-CEWD is working in partnership with DNR to provide specialized job skills training to underrepresented and underserved populations for career opportunities in the natural resources field. CEWD provides instruction to Soft Skills/Job Development, Financial Education and Seafood Dealer and Restaurant Skills.
- Trained employees from Trinity Sterile, a minority owned company, in Microsoft Excel.
- McCready Health and on-site CNA training offered January 2017 to the present.

- In Fall 2017, Wor-Wic hosted sixth annual College Career Pathways Night and hosted Somerset, Wicomico, and Worcester County students. This event for high school students from the Lower Shore, and their families, proved the opportunity for students to meet with local employers, colleges, armed forces, fire and police departments and non-profit agencies. Guidance staff from all three counties were available to answer questions about financial aid and college applications. The event included breakout sessions on dual enrollment, financial aid, Wicomico Economic Impact Scholarship (WEIS), DDA, and Naviance.
- Raising awareness of allied health student cultural diversity. The CNA student spotlight in Winter 2018 course schedule included a photo of 2 CNA students representing the cultural diversity of the program students and highlighted the benefit of CNA training helping them work toward their career goals.
- Culture Competence in Healthcare Course offered September 14, 2017. Dr. George Ojje-Ahamiojie taught a course on cultural competence targeted to healthcare professionals.
- Career Technical Education ServSafe instruction for food handlers and managers was provided to incarcerated men and women at the Wicomico County Detention Center (WCDC).
- Collaborated with McCready Health leadership to bring on-site CNA training in Crisfield, MD.

For incarcerated populations:

- Career Technical Education ServSafe instruction for food handlers and managers was provided to incarcerated men and women at the Wicomico County Detention Center (WCDC).

### **Initiatives to Create Positive Interactions and Cultural Awareness**

The items herein reflect events and initiatives held in FY 2018 to support the cultural diversity plan for Wor-Wic Community College:

#### ***Faculty and Staff Cultural Training Programs***

To ensure employees encourage and respect diversity, and understand the laws regarding discrimination and harassment, all new employees complete Title IX in Higher Education web training during their first few weeks of employment. The training is typically completed in the HR office on an employee's first day of work. The training provides information to new employees about Title IX, including the protection from discrimination it offers to students and employees. The training also covers sexual harassment, violence, and assault on and off campus, and makes it clear that discriminatory practices and retaliation will not be tolerated. Several key employees attend off-site Title IX trainings that are offered by the Association of Title IX Administrators (ATIXA), Maryland Title IX Consortium, and the Maryland Coalition Against Sexual Assault (MCASA), to name a few.

The college also brings trainers to campus to cover diverse topics. In April 2017, MCASA led two training sessions for employees on Campus Policy, Response and the LGBTQ+ Community. In May 2018, MCASA will conduct two additional sessions covering Title IX and diversity. In September and October 2017, Dr. Julio Birman, WWCC director of assessment, led two cultural diversity training sessions. In addition to lunch and learn sessions for staff on supervisory,



health, and wealth management topics, the HR office sponsored an in-house cultural diversity presentation, “Understanding the Differences between North, Central, and South American Cultures” on September 28 and October 5, 2017. The session was led by Dr. Julio Birman, director of assessment, a South American native. Twenty-seven employees attended the sessions.

### ***Curricular Initiatives that Promote Cultural Diversity in the Classroom***

#### **Arts and Humanities**

Fundamentals of Spanish I and II (SPN I and SPN II) – Each of the Spanish courses study countries where Spanish is spoken. The objective of the assignment is for students to relate to the people they may encounter on a daily basis. The course coordinator researched 2010 US Census data from Worcester, Wicomico, and Somerset Counties (the college’s service area) to determine which Spanish-speaking countries had the highest local representation. The units are arranged in order of largest population represented to the smallest: Mexico, Puerto Rico, Guatemala in SPN 101; and the Dominican Republic, Cuba, El Salvador, Peru, Honduras in SPN 102. Spain is also studied in both courses since it is the country where the language originated. A similar assignment is completed in the Fundamentals of French I and II (FRN 101 and FRN 102) courses, where Haiti, Quebec, and France are studied.

#### **Human Services**

SOC 101 Introduction to Sociology – Each semester, three sections of the course offer students the opportunity 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 2018, 47 students were involved in service-learning activities at unique sites in the area. During the same period, service learning was offered in five face-to-face sections. Forty-six students served a total of 920 hours in a local community service (see Appendix C for SOC 101 service learning sites and locations).

#### **Mathematics & Science**

In several sections of the BIO 202 Anatomy and Physiology I course, while studying the integumentary system, students can complete a bonus assignment that examines the biology of skin color. The Howard Hughes Medical Institute program includes films and interactives that examine the physiological trade-off between protection from UV and the need for absorption depending on the varying intensity of UV radiation in different parts of the world, yet in spite of these variations in certain traits all humans are closely related and share most traits. Combining genetics, chemistry, earth science, anthropology, and biology, this activity provides an important look at the genetics and physiology of human skin pigmentation and human diversity.

In some sections of the BIO 203 Anatomy and Physiology II course, while studying the digestive system and genetics, students can complete a bonus assignment that examines the co-evolution of genes and different cultures. The Howard Hughes Medical Institute program includes films and interactives that explore the question of why when most adult humans lose the ability to digest lactose in milk; some cultures have maintained this ability. Combining genetics, chemistry, anthropology, and biology, this activity provides a compelling example of human diversity and gene-culture co-evolution, tracing the origin of a trait in pastoralist cultures that lived less than 10,000 years ago.

BIO 202 and BIO 203 Anatomy and Physiology I and II students were given an opportunity to complete a bonus assignment to attend a showing of the Henrietta Lacks movie hosted by the nursing department (Feb 16 or Feb 28, 2018) and complete an assignment reflecting on the scientific, socioeconomic and ethical implications.

The MTH 102 Quantitative Literacy course includes several activities with cultural diversity themes:

1. Students research biographies of mathematicians from various cultures, highlighting which events, circumstances or political climates influenced their work. Students bring their work to class, analyze and present their work by constructing Venn diagrams.
2. Students learn about the notation and operations of mathematics within five cultures – Egyptian, Babylonian, Greek, Roman, and Mayan.
3. Students research and write a paper on another mathematical system, for example, Aborigine, Islamic, Hebrew, and Braille.
4. Students complete an exploration of Chinese numerals.
5. As part of the writing assignment, students are asked to view a movie that features mathematicians from other countries, for example Ranmanujan from India, Steven Hawking and Alan Turing from England, and Paul Erdos from Hungary (see Appendix D for additional mathematics/science department course updates).

### Radiologic Technology

The radiologic technology program (RDT) 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.

In an effort to continuously emphasize ethical practice standards and patient cultures, students discuss within the class ethical dilemmas experienced during clinical rotations. These discussions include cultural sensitivity issues and best practices to ensure the safety and comfort of patients from various cultures within their care as radiologic technologists.

The student radiographers' understanding of cultural diversity and sensitivity as each applies to the healthcare arena is 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 students to describe how selected cultures cope 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 are required to complete a cultural diversity paper and presentation. Results from these assessments are not available at the time of this report because they are due at the conclusion of the Spring 2018 semester.

### Student Development

SDV 102 Cultural Enrichment Experience is an online one-credit course that exposes students to local cultural events, such as music performances, visual arts, creative verbal performances, scholarly verbal performances, and theatre performances. Students explore local cultural events through attending, writing about, reading about, and discussing such events. Students are required to attend at least five cultural events (different types of events) and write about their experiences, focusing on assessing each event, explaining the role of the audience at each event, describing the relationship between experiencing cultural events and personal growth, and engaging in respectful conversations about cultural events. Students also completed a midterm exam where they assess what they have learned so far about being an audience member, comparing/contrasting two events they have attended, and reading and responding to the event reviews of their peers.

The final exam requires students to compose a short essay that responds to the following questions:

1. What were your expectations of the course, when you signed up for it? Did your actual experience confirm these expectations, or were there aspects about the course which surprised you?
2. How will this semester's experiences affect your attitudes, behavior, or choices in the future—in particular, when you go to any event?
3. Drawing on at least three specific experiences from this semester, explain how this course has helped you internalize the college's core value of diversity. (According to the college catalog, "Diversity is the dynamic variety of people and ideas that promote greater skill and wisdom, and enhance institutional vitality...The college protects and welcomes a diversity of freely-exchanged and critically-considered perspectives and approaches in the learning and working process.")

The course was successfully completed in Fall 2017 by one independent-study student. The course will be offered again in Fall 2018, and, hopefully, extensive student outcomes data will be available for this report in FY 2019.

### ***Co-curricular Programming for Students***

The director of student engagement, student government association, student services, and academic departments organized programs and events to broaden students' cultural awareness and understanding of underrepresented groups. Events included discussions on the Black Lives

Matter movement, National Stop Bullying Day activities, Irish Coffee Day, and Sexual Assault Awareness Week (see Appendix E office of student engagement initiatives – FY 2018).

### **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](http://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 2017-2018 college catalog (p. 26) and the safety and security section of the catalog's appendix includes the hate crime policy and procedures for reporting the crime (p. 232-236) (see Appendix F for crime reporting procedures).

## References

- 2017 Performance Accountability Indicator Report Indicator #21: Percent of Minorities of Full-time Faculty.
- 2017 Performance Accountability Indicator Report Indicator #22: Percent of Minorities of Full-time Administrative and Professional Staff.
- 2018 Maryland Association of Community College Databook (March 2018).
- United States Census Bureau, 2016. Retrieved April 16, 2018  
(<https://www.census.gov/topics/population.html>).
- 2017 Performance Accountability Indicator Report Indicator #20: Minority Student Enrollment Compared to Service Area Population: Percent Nonwhite Population.
- Office of Student Engagement Initiatives - FY 2018.
- Cultural Diversity Committee Events - FY 2018.
- Wor-Wic Community College Catalog, 2017-2018.

Appendix A – Cultural Diversity Committee Events – FY 2018

<b>Cultural Diversity Events – FY 2018</b>		
<b>Presenter/Display</b>	<b>Date</b>	<b>Topic/Title</b>
Pam Wood, Dance Instructor and Owner Ballroom Made Simple Salisbury, MD	September 22, 2017	An Evening of Latin Dance <i>Attendance: 22</i>
Carrie Gould-Kabler, Director of Community Outreach Center for Public Service Communications Claiborne, MD	September 27, 2017	Cultural Competency Workshop with Ms. Carrie Gould-Kabler: <i>Attendance: 26</i>
Caitlin Scarano, Poet	October 17, 2017	An Evening with Poet Caitlin Scarano Coordinated with Adam Tavel, Professor of English <i>Attendance: 22</i>
Daniel Keplinger, Actor and Artist <i>King Gimp</i>	November 29, 2017	Oscar-winning documentary about cerebral palsy and live art demonstration <i>Attendance: 80</i>
Passport Around the World – Luncheon	December 1, 2017	Luncheon promoted to students that featured international food <i>Attendance: 32</i>
International Student Presentation – Argentina Featuring Sandra Garcia Moreno	February 7, 2018	Learning about other cultures <i>Attendance: 22</i>
Dr. Clara Small, Salisbury University Professor Emeritus of History, and Dr. Stephen Gehrich, Salisbury University Professor of Biological Sciences	February 21, 2018	African-American History Month – Theme: African Americans at Times of War <i>Attendance: 25</i>
<i>The Fire Next Time</i> by James Baldwin	February 24, 2018	African-American History Month – Book Discussion <i>Attendance: 12</i>
Edmund O’Leary, Presenter Corrections Officer Salisbury, MD	March 19, 2018	Irish-American Heritage Month Presentation Life Story <i>Attendance: 15</i>
Dr. Trudy Hammond, Presenter & Wor-Wic Alumnus Project Lead Peninsula Regional Medical Center Salisbury, MD Rachel Bowser, Presenter Wor-Wic Student & Nursing Student Organization President Salisbury, MD	March 20, 2018	Women’s History Month Evening Event <i>Attendance: 25</i>
Alishia Louis-Potter, Presenter/Motivational Speaker ERA Martin Associates Salisbury, MD	March 23, 2018	Women’s History Month Luncheon <i>Attendance: 28</i>
Mike and His Fellow Travelers	March 23, 2018	Irish American Heritage Month – Band <i>Attendance: 75</i>
Poet Jane Satterfield	April 6, 2018	Poetry Reading – National Poetry Month Coordinated with Adam Tavel, Professor of English <i>Attendance: 41</i>
Passport Around the World – Luncheon	April 13, 2018	Luncheon promoted to students that featured international food <i>Attendance: 29</i>

Appendix B – CEWD FY 2018 Initiatives

Department/ Division	Cultural Diversity Initiative	Timeline	Results (include number of attendees/participants and/or significant outcomes)
CEWD	Working with a variety of populations receiving funding for career training including Veterans, dislocated workers and students who qualify for reasonable accommodations.	Ongoing	We maintain approval from the VA for several CEWD courses and work with students in documenting their time to sustain their stipends. We network with LSWA and other funding resources, especially for economically disadvantaged/at-risk populations (LSWA, Telamon, Shore-Up)
CEWD	Mental Health First Aid (MHFA)	Ongoing	We often encounter students who have behavioral health challenges and they often share details from their personal life. We have had students disclose information re suicidality, poverty, homelessness and domestic violence....and our unit goal is to have the lead instructor, coordinator and administrative assistant be certified in MHFA. (Director is a licensed social worker and exempt from having to take the training). The instructor was certified on January 18, 2018 and the goal is for other staff members to become certified by the end of the fiscal year. The instructor is also on a list to attend a 2-day Applied Suicide Intervention Skills Training (ASIST) when it is rescheduled from the original date in January 2018.
CEWD	Heroin and opioid student committee and awareness campaign	August 2017 to current day	This started as an invitation to join a committee that was to address the new legislation of raising awareness on campus of the heroin and opioid epidemic. I created a brochure that is available to CEWD students on this topic. We also decorated a bulletin board on the 2 <sup>nd</sup> floor of HH with information on the topic. I have also brought several trainings to campus re this crisis including an ethics course for substance abuse counselors (Greg Hunter, 10/25/17, Ethical and Clinical Considerations for the Helping Professional). In late April and early May, we will be hosting the Recovery Coach Academy in late for individuals wanting to assist those recovering from substance abuse.

Appendix C – SOC 101 Service Learning Sites and Locations

<b>SOC 101 Service Learning Sites and Locations</b>
Atlantic Club Ocean City, MD
Berlin Nursing Home Berlin, MD
Crisfield High School Crisfield, MD
Diakonia Homeless Shelter Ocean City, MD
Eastern Shore SPCA Salisbury, MD
Eastern Shore Pregnancy Center Salisbury, MD
Genesis Rehabilitation and Nursing Salisbury, MD
Habitat for Humanity Salisbury, MD
HALO: Hope and Life Outreach and Café Salisbury, MD
Life Crisis Center Salisbury, MD
Maryland Food Bank Salisbury, MD
McCready Behavioral Health Center Cambridge, MD
Ocean City Elementary School Ocean City, MD
Ocean Pines Recreation Center Ocean Pines, MD
Salvation Army Salisbury, MD
Samaritan Shelter Pocomoke, MD
St. Paul's United Methodist Church Food Pantry Salisbury, MD
Stop the Violence Wicomico County, MD
West Salisbury Little League Salisbury, MD
Worcester County Humane Society Salisbury, MD
Wor-Wic Community College Food Pantry



## Appendix D – Mathematics/Science Department Course Updates

In **IDS 200H: Scientific Thought and Data Analysis**, as part of the course objective to explore and evaluate the ethics and societal impact of science across history, students read and discuss chapters from Charles Darwin's *The Voyage of H.M.S. Beagle* and Rachel Carson's *Silent Spring*. While reading Charles Darwin, they discuss his observations on the many diverse native cultures he encountered in South America and the abomination of slavery he witnesses, and how his experiences will lay the foundation for his development of his scientific theory of natural selection that refuted such concepts as scientific racism. While reading Rachel Carson, they discuss the historical context within which a female scientist is fighting against the male-dominated political power of chemical companies, for ecological and human health and environmental justice.

In **BIO 120: Nutrition** courses, students watch two videos, a CNN report "Malnourished Children in America" and a PBS report "Building an Oasis in a Philadelphia Food Desert." There is a class discussion reacting to the problem of poverty and malnutrition and discussion of some options for helping the situation.

Students in **BIO 101: Fundamentals of Biology** 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.

The **MTH 152: Elementary Statistics** course provides an assignment for students to choose a racial, ethnic, or cultural group and collect data from a sample of Wor-Wic students belonging to that group. Students calculate the mean age and proportion of females in their sample and conduct hypothesis tests to determine if there is a statistically significant difference in the mean and proportion of the chosen group and the population of Wor-Wic students as a whole.

Appendix E - Office of Student Engagement Initiatives – FY 2018

<b>Office of Student Engagement Initiatives - FY 2018</b>				
<b>Department</b>	<b>Cultural Diversity Initiative</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Results</b>
OSE	National Stop Bullying Day—Students were asked to sign a pledge that they would implement strategies to stop bullying, when it is witnessed, and report it to campus security.	Camesha Handy, Director of Student Engagement		Over 50 students took the pledge to stop bullying.
Black Student Association (BSA)	Black Lives Matter Movement Open Discussion Form: “Stand or Kneel”	Dr. Deirdra Johnson, Senior Director of Student Services Dr. Robert Johnson, Chair of Mathematics and Computer Science, University of Maryland Eastern Shore (Moderator)	October 11, 2017	25 students and staff attended.
BSA	Black Lives Matter Movement Movie Showing “Get Out” by Jordan Peele	Dr. Deirdra Johnson, Senior Director of Student Services	October 25, 2017	<i>Attendance: 20</i>
BSA	Black Lives Matter Movement “Know Your Rights” forum	Mr. Adam Tavel, Professor of English	November 2, 2017	Attendance: 10
OSE	Irish Coffee Day	Student Government Association	January 25, 2018	
Nursing Department and OSE	Movie: The Henrietta Lacks Story	Pamela Budd, Coordinator of Center for Academic and Career Success in Nursing	February 16 & 28 2018	

<b>Office of Student Engagement Initiatives - FY 2018</b>				
Human Services Department and OSE	Opioid Forum w/ Narcan training	Dr. Pat Riley Kristen Coleman, President Student Government Association	February 22, 2019	<i>Attendance: 60</i> 22 attendees received Narcan training.
BSA and OSE	Gospel Night and Concert featuring Kent Lee	Dr. Deirdra Johnson, Senior Director of Student Services & Camesha Handy, Director of Student Engagement	February 16, 2018	<i>Attendance: 125</i>
BSA and OSE	BSA Black Trivia Night	Student Government Association Officers	February 21, 2018	<i>Attendance: 15</i>
Student Services Division & OSE	Sexual Assault Awareness Week <ul style="list-style-type: none"> <li>• Welcome to Monday Information Day</li> <li>• Break the Silence Clothesline Project/t-shirt creation</li> <li>• Human Trafficking Forum</li> <li>• Life Crisis Center presence</li> <li>• Statistics video (8 hour streaming of sexual assault and domestic violence information)</li> </ul>	Sexual Assault Awareness Week Committee	April 2-5, 2018	Very positive feedback surrounding all the events

## Appendix F – Crime Reporting Procedures

Any member of the campus community who is a victim of, or witness to, a crime should call **911** and the college public safety department at **(410) 334-2937**. Anyone who needs help reporting a crime to police can obtain assistance from the public safety department. Prompt reporting assures timely warning notices and accurate disclosure of crime statistics. 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 department located in Room 102 of Henson Hall.

In addition to the daily crime reporting log, the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act requires that certain crimes, which could require the assistance of local law enforcement officials, must be included in the annual security report. Primary crimes that must be reported include murder, negligent manslaughter, forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft and arson. All primary crimes, as well as larceny/theft, simple assault, intimidation, and destruction, damage or vandalism of property, are also classified as hate crimes when there is evidence that the victim was intentionally selected because of the victim's actual or perceived race, religion, sexual orientation, gender, gender identity, ethnicity, national origin or disability. Other crimes that must be reported are domestic 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 2017-2018, p. 232)

# Public Four- Year Institutions



**UNIVERSITY SYSTEM  
of MARYLAND**

**ANNUAL PROGRESS REPORT:  
INSTITUTIONAL  
PROGRAMS OF CULTURAL DIVERSITY  
2017-2018**

*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 and Student Affairs  
University of Maryland System Office  
September 7, 2018**

## USM

### Institutional Programs of Cultural Diversity Annual Progress Report, 2017-2018

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). Additionally, institutions must submit annual progress reports to MHEC summarizing institutional progress toward the implementation of its plan for cultural diversity. Within the progress reports, institutions must describe work being done to achieve the following goals:

**Goal 1: Increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty;**

**Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus; and**

**Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act.**

A subcommittee of the USM's Inclusion and Diversity Council arranged the goals into the template shared in this summary report. These tables and narrative report include select initiatives our institutions have instituted to achieve the aforementioned goals. To experience the full scope of the work, please refer to institutions' complete submissions (Appendix B). Finally, it should be noted that although the original intent of this report was to address racial diversity, our institutions' efforts address diversity more broadly by considering race, gender, sexual orientation, ethnicity, religion, ability, and socio-economic status. Additionally, our campuses focus on programs and training that address diversity of thought and opinion.

**Goal 1: Increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty.**

Table I (Appendix A) offers examples of ways our institutions work to increase numerical diversity within their communities. Although institutions approach this goal differently, two themes emerged.

- *Targeted Recruitment*  
Institutions recruit underrepresented students via partnerships with high schools, community colleges, minority-focused organizations, and college access groups. Many of our institutions also host Federal TRIO programs, which are designed to identify and provide services for individuals from disadvantaged backgrounds. Additionally, university officials visit Historically Black Colleges and Universities within and outside of the state to find promising students for graduate and professional programs. Progress can be seen in many institutions' reports, but examples include an increase in new minority transfer students from 16% of the new transfer population in fall 2009 to 31% in fall 2017 at Frostburg. Also, UMB is outpacing other dental programs by 5% on the number of underrepresented minorities in the School of Dentistry.
- *Focus on the Recruitment, Hiring, Onboarding, Retention, and Advancement of Faculty and Staff of Color*  
USM institutions (and/or departments and colleges within the institutions) are monitoring the diversity of search committees, targeting job advertisements to specific publications and networks, working to better understand how implicit bias relates to hiring practices, training

search committees to use inclusive hiring practices, tracking the diversity of applicants and hires, creating faculty networking groups and mentoring programs, and analyzing data to determine where progress has been made and is needed. ADVANCE has shifted the academic culture at the University of Maryland, College Park and trained 77 search committees on ways to mitigate implicit bias in hiring yielding, among other results, better retention for women and underrepresented minorities participating in the program. This and similar efforts were already underway at many of our institutions, but some commenced or were revived after USM's Symposium on Diversifying the Faculty in April 2018. Each of USM's 12 institutions acknowledges employing one or more of these efforts. Coppin notes increases in the proportion of non-African American faculty and staff. A revised search process at UMCES resulted in the hiring of a minority candidate. Finally, Towson has shown positive change in the representation of faculty of color in tenured and tenure track positions in all colleges.

## **Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.**

Table 2 (Appendix A) offers examples of institutional efforts to encourage positive and inclusive interactions and cultural awareness. Although institutions approach this differently, two themes emerged.

- *Diversity and Inclusion Offices and Workgroups*  
Several USM institutions have offices and chief diversity officers charged with overseeing this important work. Where there is no diversity office or chief diversity officer, many university officials are establishing or reinvigorating diversity and inclusion workgroups or councils. In FY 2018, Bowie State created the Diversity and Inclusion Workgroup to “create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our institution, today and in the future”. This group is also charged with developing a revised diversity and inclusion plan in FY 2019.
- *Programs, Courses, and Training*  
A myriad of programs, courses, and trainings are designed to improve the campus culture. Although we often think of this as work to be done by campus professionals, this is where students and student organizations also take part in working to enhance inclusion and improve interactions among the campus community.

Salisbury's Office of Institutional Equity provides year-round training to support faculty and staff development opportunities to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse setting. A group of faculty from the University of Baltimore attended a Culturally Responsive Teaching conference, and UB is now planning a large-scale event to train all faculty in 2019. UMBC's Faculty Diversity and Faculty Development Center helps instructors make their classrooms welcoming for all students.

Faculty lead the way to improving the climate within their classes and introducing inclusion and diversity in a variety of courses across the USM. The University of Maryland Eastern Shore infuses diversity in courses called *Multicultural Perspectives* and *Food, Clothing, and Culture* and also within the engineering seminar class for seniors and a freshmen engineering design course. UMUC offers diversity courses through the social sciences program to ensure undergraduates understand the importance of diversity in society and the workplace. Close to 2,000 students have taken *Diversity Awareness; Disability Studies; and Domestic Violence*.



Student organizations across the System host hundreds of programs addressing current events and issues relating to various constituent groups. They also encourage and facilitate collaborations, conversations, and engagement between groups. Finally, USM institutions' locations make it possible to expose students to the wide variety of museums, galleries, and organizations dedicated to civil rights, immigration, racial and cultural groups and to host a variety of speakers who facilitate important conversations within and among varying groups.

### **Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act.**

Each USM institution provided a statement detailing their process for reporting campus-based hate crimes. Although processes may differ slightly, the collection of these data is mandated by the Clery Act. Data were not required for this report, but annually, all institutions who receive Title IV (federal student aid) funding submit crime data to the Department of Education. By October 1 of each year, institutions must publish and distribute an annual campus security report to all current students and employees. In most cases, these reports are on institutions' websites, so the information is also available to perspective students and their families.

Out of increased concern about hate crimes and hate-bias incidents, the 2018 Joint Chairmen's Report requires the Maryland Higher Education Commission to collect information about institutions' programs about hate-bias incidents. Institutions must share (1) their formal policy on hate-bias incidents (or a policy that would apply); (2) their plan or process for educating students about hate-bias incidents, including awareness, prevention, and deterrence; and (3) the number of hate-bias incidents that have occurred during the last three academic years. USM will have access to the reports, which are due this fall, and will share the findings with the Board in a future EPSL meeting.

### **Conclusion**

These reports demonstrate the importance institutions place on increasing the representation of traditionally-underrepresented groups and creating a welcoming and inclusive environment for students, faculty, and staff. Most of the work to be done around these issues must take place at the campus level and depends upon involvement from a wide variety of administrative units and academic schools, colleges, and departments. Work within and across divisions is important, occurring, and will hopefully become more systemic. Institutions also note inter-institutional work and important partnerships within their communities, which is promising.

The USM staff is also greatly engaged via the USM's Inclusion and Diversity Council, a newly-formed Workgroup on Freedom of Expression, the successful Symposium on Diversifying the Faculty and a future follow up convening in 2019, and regular discussions of these issues with the presidents, provosts, vice presidents for student affairs, Council of University System Faculty, Council of University System Staff, and the USM Student Council. The USM staff will report to Education Policy and Student Life on these initiatives throughout the year.

Although institutions have made progress on many fronts, the work continues. Institutions are appropriately tackling inclusion and diversity from multiple perspectives, as there is no quick or singular fix. Many of the institutions cite the need for additional resources to most effectively implement or sustain some of their initiatives, but they are still finding ways to move forward on this work. All have identified a number of areas for continuous improvement. The USM staff will continue to monitor that progress, support our institutions' efforts, and engage at the system level.

# **APPENDIX A**



Institutional Programs of Cultural Diversity Annual Progress Report ~ 2017-2018

§11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution’s implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported.

**Table 1**

<p style="text-align: center;"><b>Goal 1:</b>  <b>Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>  <b>(Select Examples)</b></p>				
<b>Institution</b>	<b>Efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty</b>	<b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
<b>CSU</b>	Recruitment of international students, including student-athletes	Percent international students; number and percent student-athletes	Percent of international students has increased from 6% to 14.6%	New initiatives; measures under development
<b>SU</b>	Upon review of application, test scores, and transcript, the Office of Admissions offers on-the-spot admissions at high schools, particularly those with high populations of historically underrepresented identities	For the reporting period, SU met with 21 schools, an increase of 17 schools. From these events, 386 students were interviewed and 149 have decided to attend.	Students interviewed increased by 271 students and 84 more will be attending. Students from these groups are tracked by tagging them in our CRM and following them through the admissions funnel.	Continue to expand the program to new schools
<b>UB</b>	Targeted, expanding outreach to high schools via B-Power initiative (to expand outreach to Baltimore City students) and Fannie Angelos’ Program to select Baltimore scholars from HBCUs to attend UB School of Law with full tuition	Number of new activities  Increase in law school diversity	Participation in activities including: Parent/Student info sessions, SAT prep workshops, college and career readiness sessions, and other outreach to schools in Baltimore City;  26 Fannie Angelos scholars are currently at UB. 8 selected for 2018 Baltimore Scholars Program.	Increase in freshmen enrollments from Baltimore City high schools  Assess retention rates of students in the Baltimore Scholars Program

<p><b>UMBC</b></p>	<p>Continued implementation and expansion of UMBC STRIDE</p>	<p>Offered focused conversations on: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Best Practices for Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, 5) Best Practices for Inclusive Mentoring, 6) Developing an Effective Diversity Hiring Recruitment Plan. Provided consultations to search committees and departments.</p>	<p>STRIDE has offered eight focused conversations in AY 17-18 with revised materials. In AY 17-18, STRIDE facilitated 20 department/search committee consultations.</p>	<p>Continue the expansion of work in the College of Engineering and Information Technology. Continue the dissemination of our work and best practices to internal and external audiences.</p>
<p><b>UMCP</b></p>	<p><b>ADVANCE</b> supports the creation and maintenance of inclusive academic cultures for all faculty, with particular emphasis on the recruitment, retention, and advancement of women and URM faculty. Activities include, but are not limited to:  *professor mentoring program within each college;  *faculty peer networks for different groups;  *integration of inclusive hiring practices into faculty search processes;  *workshop on how to see biases as they emerge in the academic workplace and be a good ally to intervene;  *1-on-1 consultation by the director with department chairs trying to improve work environments for women and URM faculty and with individual faculty for support and advice.</p>	<p>Select primary metrics to evaluate progress are:  *institutional data (i.e., annual tracking of hiring, retention &amp; advancement data by gender, race, rank, college; a dashboard of demographics, salary, and campus service data);  *comparison of retention and advancement of ADVANCE activity participants to non-participant peers;  *pre-post surveys of participants in all major ADVANCE programs and annual program evaluation reports;  *exit interviews and retention interviews (faculty who are leaving and those who we successfully retained).</p>	<p>*Since 2010 fewer women assistant professors resign pre-tenure  *No significant differences between men and women receiving tenure or promotion  *Women and URM ADVANCE participants are more likely to be retained by the university than peers who did not participate  *Three-fourths of participants in Leadership Fellows program are now campus leaders  *Trained 77 search committees from 40 departments on strategies to mitigate implicit bias in hiring and attract a diverse applicant pool  *There is a slight increase in URM hires among pilot searches</p>	<p>*Additional training needed for department chairs and other academic leaders on how to improve workplace cultures to be more inclusive and dynamic; development of stronger ally culture  *More women department chairs, STEM center directors  *Support needed for women PTK and TT faculty to attend conferences with children  *Roll out of inclusive hiring pilot to entire campus of faculty searches</p>

<b>UMES</b>	The recruitment team attends recruitment events designed for targeted diverse student populations such as the annual National Hispanic College fairs and Maryland public and private schools with diverse student populations.	Number of total applications  Number of recruitment events attended	5,074 total applications received  120 events and spent 469.5 hours recruiting prospective students	Scholarships to support transfer students and first-time students; better collaboration with community colleges; continue to build better relationships with local schools; we need to expand our recruitment territory outside of MD
-------------	--	---	---	---

**Table 2**

<b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. (Select Examples)</b>				
<b>Institution</b>	<b>Efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>	<b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
<b>BSU</b>	Created Diversity and Inclusion Workgroup (FY 2018) to develop experiences to support a climate that respects diversity and inclusion	Inaugural Diversity and Inclusion Week events included: an informational for faculty and staff on diversity resources at BSU, a town hall meeting for the campus to gain insight on the programming and academic options they believe would increase appreciation of diversity. Currently, the Workgroup is reviewing surveys for incoming students to identify cultural preferences that BSU can proactively accommodate in their living and learning environments.	New initiative	The Diversity and Inclusion Workgroup has been charged with creating a revised Diversity and Inclusion Plan during FY 2019

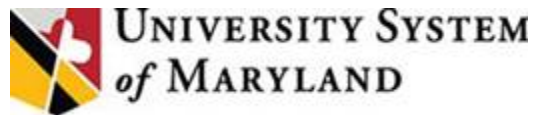
<p><b>FSU</b></p>	<p>Create a Campus Environment that Promotes the Valuing of Cultural Diversity</p> <p>Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs</p> <p>*Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally</p>	<p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus</p> <p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity</p> <p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school</p>	<p>The Center worked with faculty and staff to:</p> <ul style="list-style-type: none"> <li>*Provide support and leadership development to marginalized student identity groups</li> <li>*Promote interaction and awareness among students, faculty, and staff</li> <li>*Coordinate and facilitate the Introduction to Diversity Workshop—required of all first-year, full-time students as part of the programs offered in the Introduction to Higher Education. Participation in the workshop increased to 90% (up from 85% fall 2016) in the fall 2017 semester.</li> </ul> <p>FSU's partnership with the University of Maryland College Park, <i>TRIO Academic Achievement Program's McNair Scholars</i> has enrolled 80 students since its inception, in 1991. The six-year graduation rate for these students has been 100%. Over 35% of the participants have been males. The 2016-2017 cohort included five students (three African American females and two Caucasian males).</p>	<p>Explore strategies to increase participation in the Introduction to Diversity workshops</p> <p>Seek funding to sustain activities led by the Center, and hold a "Train-the-Trainer institute during summer/fall 2018</p> <p>Identify funding to support FSU students' participation in activities hosted at partner institutions</p>
<p><b>TU</b></p>	<p>Intergroup Dialogue – a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build bridges across group differences. Faculty and staff members</p>	<p>Participation rates</p>	<p>Facilitators trained: 18  Faculty facilitating: 9  Staff facilitating: 9  Student participants: 114</p>	<p>IGD is a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build</p>

	serve as facilitators. (summer 17, fall 17 and spring 18)			bridges across group differences. Faculty and staff members serve as IGD facilitators (summer 17, fall 17, and spring 18).
<b>UMB</b>	<p>Pilot a cultural responsiveness training program open to all staff and faculty (Campus Life Services – Interprofessional Student Learning &amp; Service Initiatives)</p> <p>Increase the number of faculty and staff who have completed diversity and inclusion trainings (School of Social Work)</p>	<p>*Launching of program *Recruit 14 participants *Retention rate</p> <p>Percent increase</p>	<p>*The Safety Pin Initiative was successfully launched on 10/17 *16 participants recruited *87.5% retention rate</p>	<p>Expansion of program is being evaluated</p> <p>Explore ways to accurately track attendance for activities within and outside of the SSW</p>
<b>UMCES</b>	<p>UMCES began its first Institutional Assessment process in July 2018. Includes a campus climate, diversity and inclusion assessment. Will include external consulting group implementation of survey and results review. Expect to complete process by November 2018.</p> <p>Ongoing pursuit of gift and grants that support cultural diversity initiatives</p>	<p>Interviews and Campus Climate Survey results</p> <p>Number and \$ value of gifts and grants received</p>	<p>First year of implementation – expected data results November 2018</p> <p>In addition to \$300k in NOAA funding to support minority student success in marine sciences, UMCES also obtained private funding in support of research mentoring activities for underrepresented community college students in STEM</p>	N/A until final results
<b>UMUC</b>	<p>Diversity as a Core Value and Competency</p> <p>*Heighten awareness of university-wide definitions and understanding of diversity</p> <p>*Ensure that management practices demonstrate knowledge and</p>	<p>Number of diversity training programs</p> <p>Number of new hires that have received briefing from Diversity and Equity Team</p>	<p>Conducted 15 Diversity Training Programs</p> <p>24 briefings to 264 new hires (staff)</p>	Additional similarly targeted funding opportunities

	<p>understanding of the skills necessary to manage a diverse workforce</p> <ul style="list-style-type: none"> <li>*Provide all staff with opportunities for diversity education and training</li> <li>*All new hires receive diversity briefing from Chief Diversity Officer during onboarding</li> <li>*Purchase of new online training modules through Everfi</li> </ul>	<p>Online training modules include:</p> <ul style="list-style-type: none"> <li>●Accommodating Disabilities</li> <li>*Title IX/Clery Act</li> <li>*Inclusion in the Modern Workplace</li> <li>*Harassment and Discrimination Prevention</li> <li>*Managing Bias</li> <li>*Workplace Violence Prevention</li> </ul>		
--	--	---	--	--



## **APPENDIX B**



2017-2018

## INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

---

Institution: Bowie State University

Date Submitted: June 29, 2018

Point(s) of Contact (names and email addresses): Gayle Fink, gfink@bowiestate.edu

**Section I: Progress Report:** §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

### 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 three sections:

1. a progress report on Bowie State University's Cultural Diversity Plan efforts to increase the numbers of traditionally underrepresented students, faculty and staff populations and a description of initiatives designed to create positive interactions and cultural awareness across the campus,
2. a summary of BSUs Cultural Diversity Plan; and
3. 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 believe 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.

Section I - Table 1: Reporting of Institutional Goal 1

<p>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan: Continuous</p>			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<b>Students</b>			
Increase the number of new students from diverse ethnic groups.	Increase new student ethnic diversity by 1 percent annually.	<p>% non-African-American First-time UNG Fall 2015 15%; Fall 2016 11%</p> <p>New Transfer UNG Fall 2015 18%; Fall 2016 13%</p> <p>New Graduate Students Fall 2015 32%, Fall 2016 25%</p>	Royall & Company, a division of EAB was hired in spring 2016 to increase fall 2016 undergraduate applications. The target pool has been adjusted to increase non-African-American applicants.
Monitor retention and progression rates of all students as described in the USM Closing the Achievement Gap Report and the MHEC Access and Success Report	<p>Overarching measures: Second year retention rates</p> <p>Six-year graduation rates</p> <p>Progression rates</p>	<p>First-time Students 2<sup>nd</sup> Year Ret - Fall 2014/fall 15 – 71%/76% 6 Year Grad - Fall 2009/fall 2010 – 33%/41% Progress to Soph Status in 1 year Fall 14/Fall 15- 16%/23%</p> <p>Transfer Students (Fall) 2<sup>nd</sup> Year Ret - Fall 2014/fall 15 – 74%/73% 5 Year Grad - Fall 2010/fall 2011 – 50%/55% Progress rate to Jr status in 1 year Fall 14/Fall 15- 58%/58%</p>	Initiatives outlined in the reports are annually evaluated and adjusted to continue supporting student success.
<b>Faculty, Staff and Administrators</b>			
Maintain compliance with the university's Affirmative Action Plan	Tracking over time the number of minorities and females by classification.	The May 2016 Affirmative Action Plan stated that the university had 548 employees, including 448 minorities and 306 females. There was no need to set placement goals at this time for any classification.	Not applicable
Provide training to new and continuing employees to ensure compliance with EEO, Title IX, ADA and other regulations	Number of employees trained.	The Title IX office administered two online trainings to all full-time employees on sexual harassment and discrimination and sexual violence. The compliance rate exceeded 76 percent	Continuing regular training programs.

		for these trainings. In person training was also provided in units.	
Train academic department search committees on recruitment techniques to hire qualified and diverse full-time faculty.	Number of new full-time faculty that are from diverse groups	Of the new faculty reporting race/ethnicity, 100% were African American and 56% were female.	Not applicable
To increase faculty diversity, the Department of Fine and Performing Arts was intentional about hiring qualified full- and part-time faculty from various backgrounds.	Percentage of new faculty hired from various backgrounds	Between 2016-2016, new full-time hires reporting ethnicity: 60% Caucasian, 20% Hispanic and 20% African-American	

Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Timeline for meeting goal within the diversity plan: Continuous

Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<b>Infuse international and diversity awareness in the curriculum (Academic Affairs)</b>			
Infuse diversity awareness into curriculum of selected programs	Counseling, Education, Nursing, Psychology and Social Work include courses in cultural awareness and diversity		Not applicable
Encourage participation in the China Study Abroad Program	Number of students participating in the China Study Abroad program	Over 30 students have participated in the program to date.	Expansion of study abroad opportunities.
To increase student diversity, <b>Department of Fine and Performing Arts</b> seeks to target selected schools for recruitment.	Form a collaborative relationship with two area high schools that have potential to become feeder schools for DFPA programs.  Host high school and/or community college invitationals at BSU FPAC.	Progress not achieved in 2016-17	Recruitment strategies need revamping.  Increase community engagement.
Increase College of Business student awareness of Wall Street employment opportunities	Annual National Association of Securities Professionals HBCU annual business lunch in NYC	Bowie State University was the largest group in attendance.	

<b>Expand co-curricular programs that promote diversity awareness (Student Affairs)</b>			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Continue Black History Month lectures, performances, and other activities	Participation in activities	Added Black Arts Matter showcasing talent emphasizing African-American history through fine and performing arts	Not applicable
Continue activities related to International Women's Day	Participation in activities		Not applicable
Continue to support student organizations that promote cultural diversity	Student participation in events	Data kept by student groups	
Continue student leadership development program	Student participation	Evaluation data reviewed annually for continuous improvement	
Respond to current events by promoting a welcoming campus environment	Multiple programs to discuss cultural differences between Africans and African-Americans; panel discussions on the HBCU Coalition lawsuit; multiple sessions about Black Lives Matter		
DFPA Theatre Arts program offer more non-traditional and thought-provoking main stage productions that would stimulate discussions about culture and social awareness, particularly in general education offerings.	Number of productions  Student discussions in theatre courses	BSU Theatre offered four performances of one main stage production that challenged gender, culture, and religious norms.  Faculty reported all THEA 105, Introduction to Theatre, classes engaged in discussions that centered on the musical production and diverse perceptions of culture as related to ethnicity, gender and religion. This is the principal general education course in theatre, enrolling 90 to 120 students each semester.	Gather more immediate evaluation data from audiences to use as part of the discussions in classes.  Expand purposed dicussions to other upper division theatre courses.
<b>Maintain a campus climate that respects and values diversity (Cabinet)</b>			
Equity Compliance Office	Number and type of investigations	<a href="http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/">http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/</a>	The report is annually evaluated and adjusted to continue a campus climate that respects diversity.
Created Diversity and Inclusion Workgroup (FY 2018) to develop experiences to support a climate that respects diversity and inclusion	Inaugural Diversity and Inclusion Week events included: an informational for faculty and staff on diversity resources at BSU, hosting a town hall meeting for the campus to gain insight on the programming and academic options they believe would increase appreciation of diversity. Currently, the Workgroup is reviewing surveys for incoming students to identify cultural preferences that BSU can proactively accommodate in their living and learning environments.		The Diversity and Inclusion Workgroup has been charged with creating a revised Diversity and Inclusion Plan during FY 2019.
Support units providing programming to support a welcoming campus climate	Programs offered by the Center for Global Engagement, the	Office of Student Leadership <ul style="list-style-type: none"> <li>An American Descent: Lecture and discussion (May)</li> </ul>	

	<p>Office of International Programs, the International Student Office, the Gender and Sexual Diversities Resource Center, the Counseling Services Center and Disabled Student Services office.</p>	<ul style="list-style-type: none"> <li>• Social Justice: Lecture and Discussion (Feb)</li> </ul> <p>Division of Student Affairs Fall and Spring Conversations with:</p> <ul style="list-style-type: none"> <li>• Gay Straight Alliance</li> <li>• Raices</li> <li>• Saudi Students Club</li> <li>• Navigators</li> </ul> <p>Student Programs</p> <ul style="list-style-type: none"> <li>• Black Male Agenda: Discussion: Who Am I (Sept)</li> <li>• Black Male Agenda: How to use your liberal arts degree for black liberation (Nov)</li> <li>• Gay Straight Alliance: Healthy Sexuality Workshop (Nov)</li> <li>• Gay Straight Alliance: LGBT and Mental Health Program (Dec)</li> <li>• National Council of Negro Women: Purple Intervention: Lecture and discussion (Nov)</li> <li>• Raices: Bridging Communities Together; Discussion (March)</li> <li>• Raices: DACA Teach In (April)</li> <li>• Raices: Embrace your Raices Discussion (Nov)</li> <li>• Raices: What are your Raices? : Lecture and discussion</li> <li>• SGA: Diversity Fest- Homecoming; Music and Fashion (Oct)</li> <li>• SGA: Fitness Classes based Socacise, (Caribbean influenced workout class) (Fall)</li> <li>• SGA: Miss Bowie State held a feminine products drive for Ghana (March)</li> <li>• Sigma Gamma Rho: Blackish: Viewing and Discussion (Nov)</li> <li>• Sigma Gamma Rho: Supporting Our HBCUs: Discussion (Nov)</li> <li>• Student Alumni Association: Purple Intentions: Discussion (Nov)</li> <li>• Zeta Phi Beta: For the Culture (black history month trivia): Participation and Discussion (Feb)</li> </ul>	
<p>Continue diversity training programs</p>	<p>Employee attendance</p>	<p>The Office of Human Resources has offered a variety of face to face training sessions over the past year to address different aspects of workplace and classroom diversity. These training sessions have included the following topics: “Helping Individuals in Distress”,</p>	<p>Continuing regular training programs.</p>

		<p>“How to Deal with Difficult People”, “Creating Effective Teams”, “Classroom Behavior Management”, “Creating a Classroom Community”, and “Learning Styles and Learning Needs.” Additionally, the Office of Human Resources provides employees with self-paced training courses through our Skillsoft eLearning platform on workplace and classroom diversity topics. Some of the highlighted workplace diversity courses offered include the following: “Your Role in Workplace Diversity,” “Bridging the Diversity Gap,” “Workplace Management: Global HR, Diversity, and Inclusion,” “The Importance of Diversity and the Changing Workplace”, and “Diversity on the Job: Diversity and You.”</p>	
--	--	---	--

Section I - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

Bowie State University remains compliant with the reporting requirements Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by providing appropriate disclosures on an annual basis (<https://www.bowiestate.edu/campus-life/campus-police/clery-act/>)

**Section II: Institutional Plan:** §11-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum.

**Approach to Cultural Diversity**

The University’s 2013-2018 Strategic Plan and the annual planning process provide the framework for promoting cultural diversity across the campus. Strategic Plan, Goal 2 specifically 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 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.

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.

In the past, the University took 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. The overarching goals and metrics for cultural diversity are described in detail in tables that follow.

In FY 2018, the University’s Diversity and Inclusion Committee began its work by developing its mission and goal statements. The work of this committee aligns with the new 2018-2023 Strategic Plan goal on diversity and inclusion. In the future, the Diversity and Inclusion Committee will develop a campus plan and coordinate campus efforts to promote diversity and inclusion.

#### *Diversity and Inclusion Statement at Bowie State University*

Diversity is one of the core values of Bowie State University. We strive to be a diverse and inclusive campus community which both appreciates our historical narrative and celebrates the strengths that a diverse campus community brings to all. Diversity and inclusion brings high value to the educational experience of our students and as well to our faculty and staff. At the core its core we understand that all people have talent and potential that is spread across communities and groups, locally and globally. Inclusion means creating an environment of respect, connection and involvement among people with different experiences and perspectives. We strive to create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our institution, today and in the future.

#### *Diversity and Inclusion Committee Mission Statement:*

To create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our institution, today and in the future.

#### *Diversity and Inclusion Committee Vision Statement:*

To position Bowie State University as a community of respect, connection and involvement among people with different experiences and perspectives.

#### *Diversity and Inclusion Goals:*

- To promulgate a university community where everyone coexists in unity and peace
- To provide access and support to anyone who feels excluded, unwelcome or marginalized
- To promote consciousness and appreciation for different perspectives through programming and discussions on campus and in the community



**Section III: Demographic Data:** Per the request of the Board of Regents, institutions will include demographic data in each annual progress report on programs of cultural diversity. To meet this requirement, please provide separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data as indicated in the example below. These tables should be in an appendix and should not be included in the 12-page maximum.

*The dates within this table have been updated to reflect 2008-2009 (the baseline year as determined by the passage of associated legislation) and 2010-2011 (the year in which the federal government revised race/ethnicity categories).*

### Students

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4951	89%	1774	3177	4713	83%	1745	2968	5054	82%	1848	3206
American Indian or Alaska Native	17	0%	4	13	20	0%	6	14	4	0%	1	3	6	0%	1	5
Asian	91	2%	26	65	80	1%	31	49	67	1%	32	35	71	1%	39	32
Hispanic/Latino	95	2%	34	61	103	2%	36	67	177	3%	54	123	227	4%	68	159
White	266	5%	80	186	227	4%	68	159	161	3%	42	119	182	3%	56	126
Native American or other Pacific Islander	0	0%	0	0	2	0%	0	2	7	0%	0	7	10	0%	1	9
Two or more races	0	0%	0	0	5	0%	1	4	227	4%	73	154	225	4%	71	154
Did not self identify	179	3%	70	109	190	3%	64	126	313	6%	146	167	373	6%	193	180
Total	5483	100%	1910	3573	5578	100%	1980	3598	5669	100%	2093	3576	6148	100%	2277	3871

Source: EIS

### Full-time Instructional Faculty

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	158	69%	74	84	141	64%	58	83	135	63%	59	76
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%	6	4	11	5%	6	5	10	0%	6	4
Hispanic/Latino	12	5%	9	3	10	4%	5	5	12	5%	6	6	12	0%	6	6
White	45	21%	29	15	37	16%	23	14	33	15%	21	12	35	1%	21	14
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	1	0%	0	1	1	0%	0	1
Did not self identify	7	3%	1	6	14	6%	8	6	22	10%	10	12	20	0%	10	10
Total	219	100%	112	106	229	100%	116	113	220	100%	101	119	213	3%	102	111

Source: EDS

## Full-time Staff

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	269	80%	104	165	280	75%	104	176	276	130%	106	170
American Indian or Alaska Native	1	0%	0	1	1	0%	0	1	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	6	2%	3	3	7	2%	2	5	6	0%	2	4
Hispanic/Latino	7	2%	2	5	10	3%	7	3	4	1%	3	1	7	0%	5	2
White	28	8%	11	17	25	7%	8	17	34	9%	12	22	32	1%	12	20
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	3	1%	0	3	2	0%	0	2
Did not self identify	23	7%	7	16	27	8%	9	18	44	12%	21	23	45	1%	17	28
Total	336	100%	139	197	338	100%	131	207	372	100%	142	230	368	6%	142	226

Source: EDS

**THIS PAGE IS INTENTIONALLY LEFT BLANK**



**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY  
ANNUAL PROGRESS REPORT**

**AY 2017 - 2018**

**June 29, 2018**

**Office of Academic Affairs**

**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT**  
**COPPIN STATE UNIVERSITY**  
**AY 2017 - 2018**

**BACKGROUND**

Education Article 11-406, of the Code of Maryland Regulations, states that each public institution must annually submit updates on plans of cultural diversity. At Coppin State University (CSU), 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. Additionally, the University’s programs, strategies, and activities are inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. As required by the University System of Maryland (USM), CSU has developed and implemented a plan that enhances cultural diversity and inclusion awareness through instruction and training of the student body, faculty, and staff. Using the template provided by the USM, details of the plan are provided below.

**SECTION I: Progress Report on Goals 1-3**

<b><i>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</i></b>			
<b><i>Timeline: 2020</i></b>			
<b>Programs/Initiatives</b>	<b>Metrics</b>	<b>Progress</b>	<b>Areas of Improvement</b>
1. Continue to recruit, hire, and retain a diverse faculty and staff body using online and print publications that reach populations of various race and ethnicities.	1. No. of Faculty and staff by race/ethnicity; Affirmative Action Report; number and type of publications	1. The proportion of Asian faculty increased from 3% to over 3.7%. The proportion of Asian staff increased from 4% to 6.5% since the baseline year.	1. The University needs to improve recruitment and hiring of faculty and staff who report are Native Americans, Foreign, and Caucasian.
2. Provide Fair Housing (Residence Hall) Training annually	2. No. of Staff Participants trained	2. 100% Housing Staff Participated in training	2. Ensure the training is conducted yearly.

<p>3. Recruitment of International Students, including student-athletes</p>	<p>3. Percent International Students; number and percent student-athletes</p>	<p>3. Percent of international students has increased from 6% to 14.6%</p>	
<p>4. Annual Martin Luther King, Jr. Day – a speaker series and recognition ceremony that is open to the campus and local community</p>	<p>4. Number of participants annually; Quantify satisfaction survey results.</p>	<p>4. Positive reception of the event and positive interactions among student, faculty, and staff attendees.</p>	<p>4. Provide formal evaluation tools for next year’s event</p>
<p>5. Diversity and Academic Programs –The School of Education has plans to broaden the scope of diversity within its academic programs. Also, within the scope of General Education, future plans are to infuse diversity into General Education and conduct assessments.</p>	<p>5. Data from future assessments on students’ learning and experiences.</p>	<p>5. Anticipated results include greater awareness and inclusion of persons of all race and ethnicities in instructional programs and examples, and in students’ practical experiences.</p>	<p>5. New Initiatives; measures under development.</p>

<p><b><i>Goal 2: Create Positive Interactions and cultural awareness among students, faculty, and staff on campus.</i></b></p> <p><b><i>Timeline: 2020</i></b></p>			
<p><b>Programs/Initiatives</b></p>	<p><b>Metrics</b></p>	<p><b>Progress</b></p>	<p><b>Areas of Improvement</b></p>
<p>1. Safe Space Training – conducted by the Counseling Center to provide training to students, faculty, and staff and to transfer knowledge, awareness, appreciation, and</p>	<p>1. No. of student, faculty, and staff participants</p>	<p>1. Approximately 49 participants were educated and informed about the LGBTQIA community; new efforts to provide awareness</p>	<p>1. Expand Safe Space to individual units on campus to ensure 100% participation.</p>

<p>understanding of LGBTQIA student issues.</p> <p>2. Campus-wide student mentoring and support programs for personal and academic intervention. Programs include CLAC, Our House, LLCs, etc.</p> <p>3. Professional Development for Staff by all units on campus conducted by Human Resources - HR provided training on Workplace Civility and Conflict Resolution hosted by MD Commission on Civil Rights; regular workshops held during University Day.</p> <p>4. Professional Development for Faculty by all units on campus – Academic Affairs</p> <p>5. Annual Diversity Day - Hosted by ITD Division; shares food from cultural backgrounds, employees dress in their native attire.</p> <p>6. Cultural Awareness Expo in Athletics</p> <p>7. Campus-wide Monthly, Information Sessions on LGBTQIA community; hosted by all divisions – flyers, seminars, and lectures.</p>	<p>2. No. of Programs; participants; success rates</p> <p>3. No. of participants; workshops</p> <p>4. No. of participants; workshops</p> <p>5. No. Participants by race/ethnicity</p> <p>7. No. of Students, faculty, staff participants and no. served</p>	<p>and inclusion; safe spaces created.</p> <p>2. Impact on student success measures such as increased retention and graduation rates.</p> <p>3. Positive Interactions and Cultural Awareness</p> <p>4. Positive Interactions and Cultural Awareness</p> <p>5. Diverse staff of 10 women, 2 Blacks, 17 African American, 1 Hispanic, 6 Asian, 5 White, 1 Native Amer., 1 Mid-East</p>	<p>2. Need to attain and sustain level funding for selected mentoring and support programs; need evaluation data of each event to measure impact.</p> <p>3 &amp; 4. Ensure all new hires are given civility and conflict management information at the time of hiring.</p> <p>5. Expand the event beyond the IT Division.</p> <p>6. This is a planned event for the upcoming year.</p> <p>7. Continue efforts to broaden education to the campus; broaden use of safe space signage; promotions of awareness campaigns.</p>
--	---	--	---

8. Intrusive Advisement for International Students (F-1 Visa) – includes counseling, safe space talks; government support and advice.	8. No. of students served	8. No. of students enrolled each semester have less issues and concerns with visas.	8. Establish concrete measures for advisement.
---	---------------------------	---	--

***Statement 1 (do not include statistics): Reporting of Institutional Goal 3 - Hate Crimes***

**INSTITUTION HAS A PROCESS FOR REPORTING HATE CRIMES**

Although hate crimes have been zero or minimal at the University, the campus has several outlets for reporting hate crimes and any other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM as well as the federal requirements under the Clery Act of 1990. The process is detailed on the University’s website (Campus Police site) at [https://www.coppin.edu/downloads/file/1302/complaint\\_procedure](https://www.coppin.edu/downloads/file/1302/complaint_procedure). The campus police will conduct an investigation of all complaints filed in a timely manner. 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, and if necessary, 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.

Compliance with New Requirements

The Maryland Higher Education Commission (MHEC) requires that institutions submit reports on Hate-Bias Plans and Hazing Policies. CSU is in the process of developing a plan that will include incident response protocols and a process for tracking reported incidents. This will be in place as required by the Joint Chairs Report. The Policy on Hazing will include programs to educate and increase awareness of hazing among the student population as well as reporting protocols. Both plans will be submitted to MHEC by September 1, 2018.



**APPENDIX**

**SECTION II: INSTITUTIONAL PLAN NARRATIVE**

**SECTION III: INSTITUTIONAL DATA**

## SECTION II: INSTITUTIONAL PLAN NARRATIVE – Report on Progress

CSU's defines cultural diversity as strategic programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Also, the University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion is a central to the institution's mission.

### Institutional Mission Statement (revised 2018)

Coppin State University, a historically black institution in a dynamic urban setting, serves a multi-generational student population, provides innovative education opportunities, and promotes lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

### Cultural Diversity Among Students

CSU is uniquely capable of addressing the preparation of multigenerational students from the State of Maryland, Baltimore City and County, and regions beyond. The University extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences to students who have been differently prepared. To address the cultural diversity goals of the USM, the university has aligned its plan to help the system meet its goals accomplish greater diversity and inclusion. Data below and explanations show progress towards greater diversity and inclusion.

Since the 2008-2009 baseline year, the University experienced a decline in overall enrollment of all students. However, progress towards maintaining a diverse student population is noted. There has been a slight increase in the number of Asian student population since the baseline data report. The population went from 0.2% to 1% Asian this current year. The University has consistently had a 75% to 25% female-to-male ratio and has been able to maintain a strong Latino student population with a notable increase to 3% from the baseline of 0.4%. In lieu of national challenges with international student policy, CSU has increased the number and percent of foreign students from 1% during the baseline year to 14.6% to date. Selected initiatives described below have supported the University's efforts although there continues to be room for improvement.

The following programs, strategies, and initiatives support enrollment, retention, and graduation, and continue to yield positive results. Selected support programs and interventions include:

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based, residential program that prepares students for the transition from high school to college. At-risk students have the opportunity to develop confidence and earn college credit prior to the start of the fall semester. SASA

students receive information on financial literacy, career planning, personal growth, and other campus resources and support services.

- **First Year Experience (FYE)** - The First-Year Experience program serves as the advisement hub for first-year and sophomore students. Students receive intrusive advisement and guidance through the completion of the first 30 credits of their General Education curriculum.
- **Academic Success Centers (ASC)** - The Centers, housed within each of the four colleges, are staffed by full-time academic advisors and retention coordinators. Staff members monitor student progression, perform registration outreach, and direct students to support services needed for success.
- **Our House Community Mentoring** - Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. Run as a pilot in AY2014, results show a higher freshmen to sophomore retention rate and academic achievement when compared to the University.
- **Connecting Ladies across Campus (CLAC)** - CLAC is designed to build self-esteem in female students with the ultimate goal of empowering them in womanhood, sustaining academic excellence, and building personal and professional relationships that may lead to successful careers. Paired with a mentor from the University's faculty or staff, CLAC supports CSU women of all backgrounds.
- **Living Learning Communities (LLCs)** - The LLC integrates academic learning and residential community living for Honors Scholars and entering first-year and transfer students pursuing a healthcare major. These students have the opportunity to become a part of a learning community within the residence halls. A service-learning component enhances the living learning experience for the students and assists in the development of civic responsibility and awareness.
- **Child Development Center** - Child care services offered through the James E. McDonald Child Development Center support students, employees of the University, and the community with the purpose of providing a safe, nurturing, and educational program that focuses on developmentally appropriate experiences for children. The Center addresses both the need of the campus community as well as provides quality service to the surrounding community. Students who major in Early Childhood Education complete experiential learning at the Center, contributing to their academic preparation.
- **The Center for Counseling and Student Development (CCSD)** - The Center provides quality counseling and mental health services to students experiencing personal, developmental, and psychological issues or distress. They assist students in crisis, intervene in potentially life threatening situations, provide quality outreach programs and offer other important additional services. These services address the developmental concerns of students while emphasizing prevention and professional consultative services

that increase the understanding of challenges faced by students and promotes psychological well-being.

- **Disability Support Services - Disability Support Services (DSSP)** - Housed under the Division of Academic Affairs, DSSP has been charged to create an accessible university community to ensure students have equal access to University programs, activities, and services. Policies and procedures are developed to provide students with as much independence as possible and to promote self-advocacy. The services to faculty, staff, and students on disability issues address the needs of individuals to improve the quality and effectiveness of services; advocate for the upgrading and maintenance of the accessibility of all facilities; promote access to technology resources; and provide students with disabilities the same academic opportunities as non-disabled students in all areas of academic life.
- **Center for Adult Learners (CAL)** - The Center was formed with the adult learner in mind, given that the average age of the CSU student is 26 years of age. The goals of the CAL include the following: to increase educational opportunities for first-generation college students; to strengthen the level of engagement in the culture of academic rigor; to provide a campus climate in which adult learners demonstrate satisfaction with their program of study and go on to assume careers in their disciplines or continue matriculation into graduate or professional schools; to provide a model to be replicated on a larger-scale for the University; and to inform teaching and learning effectiveness through assessment.

#### Administrative Staff

The Office of Human Resources (HR) offers a variety of workshops that support cultural diversity and inclusion. These workshops are offered on a regular basis and are available to all members of the campus community at least two or more times per year. Workshops include such topics on sensitivity training, managing diverse staff members, customer service, and conflict resolution. These workshops are essential since the University has staff from all types of diverse backgrounds and remain central to the university's mission. The workshops are conducted in conjunction with the Information Technology Division, Academic Affairs, and Finance and Administration.

The University experienced a decrease in the number of staff members between AY 2008-2009 and AY 2017-2018. Both populations of male and female staff members decreased from 447 to 376. The number of African Americans recruited and retained has remained constant at approximately 85%. The number of Asian staff members increased from 3% to 4% while the number of White or Caucasian has remained stable at 9%. Data show that efforts to increase representation among Native Americans and Foreign staff member could be further enhanced.

#### Diversity among Faculty

Faculty Recruitment Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus on instruction, research and service to the University. Overall, faculty members find the campus to be a welcoming environment. The University makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the University. These publications include, but are not limited to the Washington Post, the Chronicle of Higher Education, Diverse Issues, Latinos in Higher Education, LinkedIn, HigherEdjobs.com, and other publications that are able to reach remote areas.

The University maintains subscriptions to diverse publications in an effort to ensure that when searches are conducted for new faculty, candidates will derive from diverse locations. While the limitations of dollars for advertising continue, the University is able to post positions in print and online journals, many of which may be discipline-specific. Budget constraints have contributed to the University's inability to be even more aggressive in its recruitment and hiring of an appropriate number of faculty members across all of its disciplines. Also, internally, the institution is reviewing all of its academic programs, including faculty and all other resources necessary for successful programming.

The following data show that overall, faculty recruitment has somewhat slowed. In AY 2017-2018, the University had 246 members of personnel classified in a type of faculty position. This number is a drop from the previous academic year which was reported to be 267 members of personnel who were faculty positions (full-time faculty; part-time faculty members). Out of the 246 faculty members, 56% are female and 44% are male. While there has been a decrease in the number of overall faculty, the population remains largely African American (78%). The Asian faculty member population increased from 4% to 6.5% and Caucasians remained stable at 13%. Data show that enhancements could be made to increase the number of underrepresented Native American faculty members.

## SECTION III: DEMOGRAPHIC DATA ONLY

### STUDENTS

	Baseline: 2008-2009				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
<b>African American/Black</b>	3473	85.7%	722	2751	2666	86%	653	2013	2519	86%	562	1957	2250	77.8%	478	1772
<b>American Indian or Alaska Native</b>	4	0.1%	2	2	2	0%	1	1	3	0%	1	2	3	0.1%	0	3
<b>Asian</b>	10	0.2%	0	10	11	0%	1	10	21	1%	7	14	18	0.6%	6	12
<b>Hispanic/Latino</b>	17	0.4%	8	9	70	2%	24	46	71	2%	25	46	81	2.8%	32	49
<b>White</b>	90	2.2%	25	65	57	2%	21	36	57	2%	25	32	42	1.5%	20	22
<b>Native American or other Pacific Islander</b>	0	0.0%	0	0	0	0%	0	0	1	0%	1	0	0	0.0%	0	0
<b>Two or more races</b>	0	0.0%	0	0	37	1%	10	27	36	1%	11	25	30	1.0%	10	20
<b>Foreign</b>	0	0.0%	0	0	197	6%	72	125	175	6%	59	116	422	14.6%	118	304
<b>Did not self- identify</b>	457	11.3%	139	318	68	2%	18	50	56	2%	8	48	46	1.6%	8	38
<b>Total</b>	<b>4051</b>	<b>100%</b>	<b>896</b>	<b>3155</b>	<b>3108</b>	<b>100%</b>	<b>800</b>	<b>2308</b>	<b>2939</b>	<b>100%</b>	<b>699</b>	<b>2240</b>	<b>2892</b>	<b>100%</b>	<b>672</b>	<b>2220</b>

### FACULTY

	Baseline: 2008-2009				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
<b>African American/Black</b>	410	92	148	262	299	87%	119	180	325	86.2%	125	200	321	85.4%	118	203
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0%	0	0	0	0.0%	0	0	2	0.5%	1	1
<b>Asian</b>	13	3	9	4	11	3%	7	4	12	3.2%	8	4	14	3.7%	8	6
<b>Hispanic/Latino</b>	2	0	1	1	2	1%	1	1	4	1.1%	2	2	5	1.3%	3	2
<b>White</b>	20	4	12	8	30	9%	22	8	33	8.8%	26	7	34	9.0%	26	8
<b>Native American or other Pacific Islander</b>	0	0	0	0	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
<b>Two or more races</b>	0	0	0	0	1	0%	0	1	1	0.3%	0	1	0	0.0%	0	0
<b>Foreign</b>					1	0%	1	0	2	0.5%	2	0	0	0.0%	0	0
<b>Did not self- identify</b>	2	0	0	2	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
<b>Total</b>	<b>447</b>	<b>100</b>	<b>170</b>	<b>277</b>	<b>344</b>	<b>100%</b>	<b>150</b>	<b>194</b>	<b>377</b>	<b>100%</b>	<b>163</b>	<b>214</b>	<b>376</b>	<b>100%</b>	<b>156</b>	<b>220</b>

### STAFF

	Baseline: 2008-2009				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
<b>African American/Black</b>	241	80%	91	150	191	74%	70	121	204	76.4%	79	125	192	78.0%	72	120
<b>American Indian or Alaska Native</b>	0	0%	0	0	1	0.4%	0	1	1	0.4%	0	1	1	0.4%	0	1
<b>Asian</b>	13	4%	10	3	14	5%	11	3	13	4.9%	9	4	16	6.5%	10	6
<b>Hispanic/Latino</b>	1	0%	0	1	3	1%	1	2	2	0.7%	1	1	3	1.2%	1	2
<b>White</b>	37	12%	27	10	38	15%	26	12	38	14.2%	27	11	33	13.4%	25	8
<b>Native American or other Pacific Islander</b>	0	0%	0	0	0	0	0	0	0	0.0%	0	0	0	0.0%	0	0
<b>Two or more races</b>	0	0%	0	0	1	0.4%	0	1	1	0.4%	0	1	1	0.4%	0	1
<b>Foreign</b>		0%	0	0	9	4%	7	2	8	3.0%	6	2	0	0.0%	0	0
<b>Did not self- identify</b>	9	3%	4	5	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
<b>Total</b>	<b>301</b>	<b>100%</b>	<b>132</b>	<b>169</b>	<b>257</b>	<b>100%</b>	<b>115</b>	<b>142</b>	<b>267</b>	<b>100%</b>	<b>122</b>	<b>145</b>	<b>246</b>	<b>100%</b>	<b>108</b>	<b>138</b>

**THIS PAGE IS INTENTIONALLY LEFT BLANK**

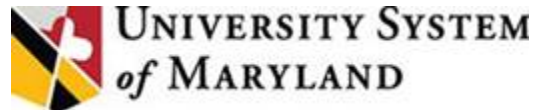


*One University. A World of Experiences.*

## **Section I**

# **CULTURAL DIVERSITY PROGRAM ANNUAL PROGRESS REPORT PREPARED BY THE OFFICE OF THE PROVOST June 2018**

**Submitted to:**



## **2017-2018**

### **INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT**



# INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

---

**Institution: Frostburg State University**

**Date Submitted: June 4, 2018**

**Point(s) of Contact (names and email addresses):**     **Dr. Doris Santamaria-Makang**  
**dsantamariamakang@frostburg.edu**

This report follows the University System of Maryland (USM) guidelines for the 2017-2018 Annual Progress Report on Frostburg State University’s Cultural Diversity Program. The report contains the following three sections.

## SECTION I

- Frostburg State University’s Progress Report on USM Goals One, Two, and Three
- Table 1 ..... 3
- Table 2 ..... 7
- Campus Statement on the process for reporting campus-based hate crimes ..... 13

## SECTION II

- Frostburg State University’s Cultural Diversity Program ..... Appendix A

## SECTION III

- Institutional Demographic Data ..... Appendix B

Provides associated comparative demographic data for fall 2010, fall 2016, and fall 2017 with that of fall 2009. These data outline FSU’s significant progress over the last eight years towards achieving its diversity goals.

This information is presented in Tables 3-5, for students, faculty, and staff, respectively.

# SECTION I

## INSTITUTIONAL PLAN AND GOALS

---

Frostburg State University (FSU) continues to implement and evaluate strategies and action priorities according to their contributions to the following five *Diversity Goals* established in its 2008-2018 Cultural Diversity Program.

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

## IMPLEMENTATION

---

Tables 1 and 2 describe the initiatives and strategies of the University's Cultural Diversity Program that are intended to address the cultural diversity goals identified by USM:

- **Table 1: USM Goal 1-** *Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty: FSU's Diversity Goals 1-3.*
- **Table 2: USM Goal 2 -** *Create positive interactions and cultural awareness among students, faculty, and staff on campus: FSU's Diversity Goals 4-5.*

## Section I - Table 1

### *USM Goal 1: Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty.*

<b>FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students</b>			
<b>Timeline for meeting FSU Goal 1 is fall 2018: FSU's Diversity Program will be updated and revised in AY 2018-2019</b>			
The minority student population at Frostburg represented 43.7% of its overall undergraduate population in the fall of 2017. Additionally, the number of undergraduate minority students enrolled at the University has increased 53.4%, from 1,345 minority undergraduates in fall 2009 to 2,064 in fall 2017 (see <b>Table 3 in Appendix B</b> ). African American student headcount has grown by 31.5% from 1,127 in fall 2009 to 1,483 in fall 2017.			
<b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>	<b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
<b>Strategies are numbered followed by their Action Priorities.</b>			
<p><b>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</b></p> <p>a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria.</p> <p>b) Continue to arrange recruitment trips to urban high schools in Maryland.</p> <p>c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.</p>	<p>The purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school.</p> <p>The number of trips to urban high schools Maryland.</p> <p>The number of minority candidates offered staff positions at the University.</p>	<p>Student Search Services Comparison data shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering first-year class, as compared to 36% for the fall 2017 class.</p> <p><i>Data Source: PeopleSoft Queries F09;orig SSS file F17</i></p> <p>During fall 2016 and spring 2017 (to recruit the Fall 2017 class): Either through individual high school visits, or visits to high schools as part of a college fair format program, FSU had a total of 32 visits at 19 high schools in Baltimore City.</p> <p>See results under FSU Diversity Goal 3.</p>	<p>Continue to investigate other avenues of "prospect" and "inquiry names" to ensure that the makeup and size of the first-year class meets the university's goals.</p> <p>Seek out new communication strategies to increase knowledge of counselors in minority markets.</p>

<p><b>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University’s programs and services.</b></p> <p>a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.</p>	<p>The number of bus trips to FSU with minority attendees.</p> <p>The number of minority students in attendance at FSU admitted student receptions.</p>	<p>The Office of Admissions hosted approximately 750 prospective high school students during 23 different bus trips to FSU from primarily minority high schools. Additionally, 72% of prospective fall 2017 students attending the “admitted student receptions” sponsored by the Admissions Office were minorities (83 of 115 students).</p>	
<p><b>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</b></p> <p>a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>b) Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.</p>	<p>FSU programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>FSU programs designed to provide academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.</p>	<p>Over the last five years, the grant-based <i>TRiO Upward Bound Program</i> has served 156 participants, and 18.6% of these self-identified as minorities.</p> <p>The FSU’s <i>Upward Bound Regional Math/Science Center</i> provided additional academic support for underrepresented high school students. An average of 59% of program participants (86 of 145) over five years self-identified as minorities. Of the 70 participants who graduated from high school during the past five years, 45 (64%) were minorities, and 36 of these 45 (80%) initially enrolled in college.</p>	
<p><b>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</b></p> <p>a) Continue to expand 2+2 and dual-degree programs with community colleges.</p> <p>b) Continue to establish dual-admission agreements with community colleges.</p> <p>c) Provide additional individualized support services to transfer students.</p>	<p>The number of transfer students enrolled in FSU from minority groups.</p> <p>The number of dual-degree agreements with community colleges.</p> <p>The number of dual-admission agreements with community colleges.</p> <p>Services provided to transfer students.</p>	<p>An increasing number of transfer students are from minority groups. New minority transfer students represented 16.3% of the new transfer population in fall 2009 compared to 31% in fall 2017. <i>Data Source: Enrollment Information System file (EIS)</i></p> <p>In FY 2018, FSU had active articulations with 13 of 16 Maryland community colleges (Source: FSU’s Office of Admissions).</p> <p>Dual-admission agreements are in place with Allegany College of Maryland and Hagerstown Community College. More dual admission agreements with regional and statewide community colleges are expected in the future.</p> <p>Students who transfer to FSU without a declared major are assigned to the Center for Academic Advising and Retention (CAAR) office. Staff in that office serve as the student’s academic advisor and provide a welcoming connection to the campus. Twenty new transfer students were served through CAAR in the 2017 academic year; seven of those students are African-American.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university’s goals.</p>

<b>FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students</b>			
<b>Timeline for meeting FSU Goal 2 is fall 2018: FSU's Diversity Program will be updated and revised in AY 2018-20019</b>			
<b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>  <b>Strategies are numbered followed by their Action Priorities.</b>	<b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
<p><b>FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.</b></p> <p>a) Continue programs to enhance student success: Academic Success Network (ASN), First-Year Student Progress Survey, TRiO Student Support Services (SSS), Academic Enrichment Series, Beacon Early-Alert system, and the Tutoring Center services.</p> <p>b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.</p>	<p>Second-year and six-year graduation rates for underrepresented students at Frostburg State University.</p>	<p>Second-year retention and six-year graduation data generated the following findings: For the fall 2016 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (71%) and minorities (69%) are lower than the rate for the total student population (74%).</p> <p>The retention rates decreased from 78% (cohort fall 2015) to 71% (cohort fall 2016) for African Americans and from 77% (cohort fall 2015) to 69% (cohort fall 2016) for all minorities. The retention rate for all first-time, full-time students decreased from 77% (cohort fall 2015) to 74% (cohort fall 2016).</p> <p>Although retention rates decreased for all three measured populations, the overall rate for all first-time, full-time students decreased only three points. The decreases were significantly larger for African-Americans and all minorities at 7 points and 8 points, respectively. Six-year graduation rates increased over the reporting period for all student groups (cohort year 2010 to cohort year 2011): from 39% to 47% for African American students, from 40% to 55% for all minorities, and from 49% to 51% for all first-time, full-time students.</p>	<p>Explore possible reasons for the lower persistence rates, particularly for the minority student population, and devise initiatives to address retention from sophomore year forward.</p>

**FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff**

**Timeline for meeting FSU Goal 3 is 2018: FSU's Diversity Program will be updated and revised in AY 2018-2019**

<p><b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. Strategies are numbered followed by their Action Priorities.</b></p>	<p><b>Metrics to measure how progress of each initiative/strategy is being evaluated</b></p>	<p><b>Data to demonstrate where progress has been achieved / indicators of success</b></p>	<p><b>Areas where continuous improvement is needed</b></p>
<p><b>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</b></p> <ul style="list-style-type: none"> <li>a) Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.</li> <li>b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students.</li> <li>c) Utilize <b>The REGISTRY</b>, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</li> <li>d) Require all search committees for faculty and staff positions to have one member of the committee responsible for ensuring that minority outreach is a priority.</li> <li>e) Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention.</li> </ul>	<p>The number of minority faculty and staff at Frostburg State University.</p>	<p>In accordance with its Cultural Diversity Program, the University continues to strive to increase the number of minority faculty and staff at the institution. As of December 2017, Frostburg State University's workforce consisted of 1,067 full and part-time employees (390 faculty and 677 staff members). Academic Affairs had fifty-one minority faculty members representing 13.07%. See Tables 4 and 5 in Appendix B.</p> <p>There are 17 minority non-tenure track faculty (9.43% of NTT faculty). Of these, 6 were African American/Black faculty (3.3%), 6 Asians (3.3%), 2 Hispanics (1.1%), 1 individual who was an American Indian (0.5%) and 2 who identified as Pacific Islander (1.2%). Additionally, there were 34 minority tenure track faculty (16.3% of FTTT). Of these 9 were African American/Black faculty (4.3%), 12 Asians (5.77%), 4 Hispanic (1.9%), and 9 individuals who identified as Other (4.3%). (See Table 4 in Appendix B).</p> <p>During FY 2018, Minority staff members (51) were employed at a rate of 7.5%. Within the administration there are 15 African American/Black staff (2.2%), 13 Asians (19%), 5 Hispanic (0.7%) and 2 individuals who identified as more than one race (0.3%). (See Table 5 in Appendix B).</p> <p>The Development and Leadership Program will again be offered during AY 2018-2019. Next year will be the fifth year for the program, which enrolls 12 FSU staff members per year.</p>	<p>Recruit continuously, not only when there are openings.</p> <p>Maintain professional networks and make note of potential candidates from underrepresented groups.</p> <p>If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.</p>

## Section I - Table 2

### USM Goal 2: *Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus*

<b>FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity</b>			
<b>Timeline for meeting FSU Goal 4 is fall 2018: FSU's Diversity Program will be updated and revised in AY 20018-20019</b>			
<b>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</b>	<b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
<ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students</li> </ul> <p>Strategies are numbered followed by their Action Priorities.</p>			
<p><b>FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.</b></p> <p>a) FSU's Center for Student Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p>	<p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p>	<p>During 2017-2018, the Center worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> <li>• Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), NAACP, and the gospel choir (UVUGD).</li> <li>• Provide assistance in leadership development and support for planning of activities, programs and meetings to University student organizations: Black Student Alliance (BSA), Latin American Student Organization (LASO), National Council of Negro Women (NCNW) and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender).</li> <li>• Promote interaction and awareness among students, faculty, and staff 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 referred students.</li> <li>• Coordinate and facilitate the NCBI's Introduction to Diversity Workshop—required of all first-year, full-time students as part of the programs offered in the Introduction to Higher Education (ORIE 101). Participation in the workshop increased to 90% (up from 85% fall 2016) in the fall 2017 semester.</li> </ul>	<p>Explore strategies to increase participation in the Introduction to Diversity workshops.</p>

<p>b) Continue the work of the President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI).</p> <p>c) Continue the work of the Office of Gender Equity to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and related programming, policies, and services.</p>	<p>FSU’s <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p> <p>FSU <i>President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI)</i> – programs and activities for promoting 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.</p> <p><i>Office of Gender Equity</i> programs and activities that provide resources and services for promoting social justice and that educate students, faculty, and staff about the issue of gender-based violence.</p>	<p>During 2017-2018, the Center planned and implemented the following activities:</p> <p><i>Diversity Retreat</i>. A two-day activity, formerly sponsored by the Black Student Alliance every fall. A full day is dedicated to a Workshop on “Building Community through Deeper Connections” In fall 2017, a total of 45 students, one staff member, and two FSU alum participated in this retreat. A second retreat was made possible through retention enhancement funds secured through USM. It was held during the spring 2018 semester with 47 students (3 of whom are trained NCBI diversity workshop facilitators), 2 staff members and 1 guest speaker.</p> <p>PACDEI 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. During 2017-2018 the work of the PACDEI was absorbed by the NCBI leadership team. Funding was provided for the fall diversity retreat and “mini-grants” to assist faculty’s efforts to infuse the curriculums with more focused multicultural approaches. Grants were distributed to fund curricular and co-curricular activities through African American Studies, Women’s Studies and the Gender Equity office.</p> <p>FSU established the <i>Office of Gender Equity</i> in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by:</p> <ul style="list-style-type: none"> <li>• Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking.</li> <li>• Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from spring 2016 shows positive responses about students’ perceptions concerning their University experience, including increased engagement in the campus community and a higher sense of being valued as an individuals</li> <li>• Providing recommendations in light of State and Federal expectations and best practices.</li> </ul>	<p>Seek funding to sustain activities led by the Center, and hold a “Train-the-Trainer institute during summer/fall 2018.</p> <p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p>
--	---	--	---



<p>d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>In 2016, FSU restructured the previously existing President's Advisory Council Against Gender Based Violence (PACAGBV) into the current FSU's Gender-Based Harassment and Elimination Task Force (G-BHAVE). The purpose of restructuring the organization was to make it more inclusive with representation from students, faculty, and staff across campus as well as experts and stakeholders from the Frostburg community at large. Beginning in fall 2017, all first-time students were required to complete <i>Think About It</i>; an online educational platform designed by EverFi's Campus Clarity. The one-hour curriculum serves as the mandatory population-level training required by the U.S. Department of Education and the University System of Maryland to address gender-based harassment and sexual assault prevention. All first-year students participating in Introduction to Higher Education were required to participate in <i>Relating, Dating, and Communicating</i>. This 50-minute in-person seminar promotes a positive, proactive approach to preventing sexual violence by blending sexual health promotion with interpersonal communication skill building. All faculty and staff were required to complete <i>Intersections</i>; an online platform designed by EverFi's Campus Clarity. The 90-minute program discusses the methods employees can identify harassment, discrimination, retaliation, related misconduct, and report such instances as mandated by federal and state law.</p>	
<p>e) Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.</p>	<p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p>	<p>FSU's partnership with the University of Maryland College Park, <i>TRiO Academic Achievement Program's McNair Scholars</i> has enrolled 80 students since its inception, in 1991. The six-year graduation rate for these students has been 100%. Over 35% of the participants have been males. The 2016-2017 cohort included five students (three African American females and two Caucasian males).</p> <ul style="list-style-type: none"> <li>• <i>Identity and Difference courses in the General Education Program (GEP):</i> 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.</li> </ul>	<p>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p>
<p>f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>	<p>The University's curricular programs that promote the understanding of cultural diversity</p>	<ul style="list-style-type: none"> <li>• <i>The African American Studies Program and the Women's Studies Program</i>, 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.</li> </ul>	<p>Continue to host McNair recruitment sessions at FSU</p>

**FSU's Diversity Goal 5: Promote the Understanding of International Cultures**

**Timeline for meeting Goal 5 is fall 2018 : FSU's Diversity Program will be updated and revised in AY 20018-20019**

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students</li> </ul> <p>Strategies are numbered followed by their Action Priorities.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved /indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p><b>FSU 5.1: Increase the number of international students attending Frostburg State University</b></p> <p>a) Actively recruit international students overseas and throughout the United States.</p> <p>b) Increase the number of exchange partners to increase the diversity of international students.</p>	<p>The number of J1 and F1 students enrolled at Frostburg State University.</p> <p>The number of exchange partners to increase the diversity of international students.</p>	<p>The CIE works with all academic departments across campus to ensure a continued growth in international diversity. Over the past two years, CIE changed its emphasis on recruitment of students who would enroll on an “exchange” basis for one or two semesters, and moved to dual degree programs that would recruit “degree-seeking” international students. In spring 2018, FSU enrolled 183 students, including 162 degree-seeking students from 15 countries. The CIE data indicates an increase of degree-seeking student compared to the spring 2016 semester. At that time, FSU enrolled a total of 134 degree-seeking international students.</p> <p>Even though the CIE did not add additional exchange partners this past year, it is intentionally working with academic departments on campus to increase the number of FSU study abroad students at these partner institutions. Specifically, the CIE is assisting the College of Business with recruiting students for study abroad opportunities at the following partner schools:</p> <ul style="list-style-type: none"> <li>• ESC Rennes School of Business in France</li> <li>• DHBW School of Business in Germany</li> </ul> <p>The CIE is also collaborating with the College of Education to recruit students for a school in Denmark: University College UCC</p>	

<p>c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to earn a degree from FSU.</p> <p>d) Establish strong connections for international students on campus</p> <p><b>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</b></p> <p>a) Plan and implement student abroad programs conducted or sponsored by the university.</p>	<p>The number of cooperative-degree programs with overseas partner universities.</p> <p>The presence of programs designed to connect international students to the campus.</p> <p>The presence of study abroad opportunities for students and the level of participation in those programs</p>	<p>In 2017, Frostburg continues to build upon four established cooperative degree programs at the undergraduate and graduate levels with universities in China, Taiwan, and Vietnam:</p> <ul style="list-style-type: none"> <li>• Hunan University of Commerce – This year, the first cohort (120 students) began the program that allows them to receive diplomas from FSU and HUC. Seven students have attended the classes on the FSU campus this year. Twenty-two more students are planning to come to the campus during the fall semester. FSU faculty teach FSU courses at HUC during the fall and summer terms.</li> <li>• China University of Mining and Technology – Efforts to enroll this program continue.</li> <li>• Communication University of China – Efforts to enroll this program continue.</li> <li>• Hanoi University of Industry – The agreement has been completed and the CIE is working with the university to enroll students this upcoming year. Students will earn a B.S. in Computer Science.</li> <li>• National United University- An official agreement will be signed in July. The College of Business plans to begin recruitment efforts immediately.</li> </ul> <p>FSU offers English as a Second Language (ESL) courses for international students to feel more confident during their interactions with students, faculty, and staff on campus. Additionally, the CIE offers numerous cultural activities throughout the semester to introduce international students to American cultures.</p> <p>During the academic year 2017/18, 65 FSU 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.</p>	<p>Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students, and evaluate its impact on sustaining international education at FSU.</p>
---	--	--	--

<p>b) Plan and implement recruitment activities for students to study abroad.</p> <p>c) Design and implement student abroad opportunities for students led by faculty members.</p> <p>d) Sustain the University President’s Leadership Circle As an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.</p>	<p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p> <p>The presence of faculty led study abroad opportunities for students</p> <p>Presence of international experience for student members of the President’s Leadership Circle.</p>	<p>To encourage students to study abroad, the CIE implemented the following recruitment activities in FY 2018:</p> <ul style="list-style-type: none"> <li>• Conducted classroom visits</li> <li>• Hosted bi-annual study abroad and international fairs</li> <li>• Planned bi-weekly information sessions with prospective and former study abroad students to share experiences</li> <li>• Held information tables in the Lane University Center</li> </ul> <p>Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities. In FY 2018, faculty members from all three colleges created and implemented study abroad experiences for students in Ireland, Taiwan, Peru, and Belize. These short-term experiences abroad are intended to promote long-term study and provide study abroad trips for those students who cannot spend an entire semester abroad due to finances or rigorous course study plans.</p> <p>In AY 2017-2018, the PLC included 12 top performing student leaders on the FSU campus. Six of these students participated in a unique experiential learning opportunity in the rural villages of Uganda, to assist with Africa Water Solutions (the university’s partner) projects in and around Packwach, in the West Nile region, and Busia in Eastern Uganda. Through these experiences, PLC students helped with water purification, sanitation and hygiene at a local school and surrounding village. The PLC students also spent time furthering educational opportunities for rural Ugandans on topics focused on the importance of education and women’s health.</p>	<p>CIE will continue to evaluate the effectiveness of <i>Horizons</i>, as a software system to track applications of students interested in studying abroad, and assess its impact on meeting the CIE goals.</p> <p>Promote a more consistent use of the University’s Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members. Provide a direct source of funding to continue the international, intercultural experience</p>
--	---	---	--

**USM Goal 3: Provide a statement regarding the process for the reporting of campus-based crimes as consistent with federal requirements under Clery.**

**Frostburg State University's Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents**

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At the end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).



*One University. A World of Experiences.*

Appendix A  
Section II

Frostburg State University  
Cultural Diversity Program  
2008-2018

Prepared by: Office of the Provost

## Executive Summary

Frostburg State University's Cultural Diversity Program is designed to enhance diversity on campus and further the understanding of different cultures by all members of the University community. The program establishes the following diversity goals and identifies strategies for their attainment:

1. *Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students:* Identified strategies under this goal include enhancing marketing and recruitment efforts; familiarizing high schools students, teachers and administrators from selected areas with the University's programs and services; expanding college readiness programs and promoting them to minority and first-generation students; and increasing the number of underrepresented students who transfer to Frostburg State University from community colleges.
2. *Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students:* The identified strategy under this goal involves sustaining the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.
3. *Enhance the Cultural Diversity of Faculty and Staff:* The identified strategy under this goal involves expanding efforts to attract and retain eminently qualified minority faculty and staff.
4. *Create a Campus Environment that Promotes the Valuing of Cultural Diversity:* The identified strategy for this goal is establishing institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.
5. *Promote the Understanding of International Cultures:* The identified strategies for this goal include increasing the number of international students attending Frostburg State University, and developing programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.

This document pinpoints action priorities currently underway by the University for the strategies under each goal. Also presented are responsible offices for each action priority. Because the University's Cultural Diversity Program is now entering its 10th year, the time frame for the accomplishment of all goals and associate action priorities is indicated as 2018. The University intends to review and possible revise elements of its Cultural Diversity Program during AY 2018-2019. In addition, the report documents how the University responds to reported campus hate crimes and bias-based incidents. Finally, the University's need for additional resources to enhance cultural diversity on campus is identified. As one way to meet this need, the University respectfully recommends that competitive state grants be made available to further cultural diversity at Maryland institutions of higher education.

## Introduction

Frostburg State University (FSU) is a multicultural campus where diversity is highly valued. The University's Cultural Diversity Program is intended to help the institution more effectively recruit and retain individuals and groups that have been historically underrepresented in higher education. It is also designed to promote cultural understanding and appreciation among all members of the University community. The program establishes the following five University goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students.
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students.
3. Enhance the Cultural Diversity of Faculty and Staff.
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity.
5. Promote the Understanding of International Cultures.

### Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students

This Cultural Diversity Program contains effective recruitment strategies and action priorities that focus on familiarizing high school students, teachers, and administrators with the programs and services available to them at the University. These strategies and associated action priorities are summarized below. Table 1 presents strategies, action priorities, time frames and responsible units or offices associated with Goal 1.<sup>1</sup>

#### Summary of Strategies and Action Priorities

- *Strategy, FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.*

As an action priority, the University will continue to send mailings and electronic communications to underrepresented students. In addition, the University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.

- *Strategy, FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.*

As an action priority, the University will continue to sponsor high school bus trips to FSU where students can meet with faculty and staff, and tour the campus.

- *Strategy, FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.*

---

<sup>1</sup> Because the University's Cultural Diversity Program is now entering its 10th year, the time frame for the accomplishment of all goals and associated action priorities is indicated as 2018. The University intends to review and possibly revise elements of its Cultural Diversity Program during AY 2018-2019.



As an action priority, the University will continue programs designed to prepare underrepresented students for postsecondary education. The University will also continue its summer outreach Upward Bound programs that help enhance high school students' self-esteem, leadership skills; and awareness of, and readiness for, postsecondary education.

- *Strategy, FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.*

As an action priority, the University will develop cooperative programs with regional and statewide community colleges in order to increase the transfer of underrepresented students to Frostburg. The University will also provide additional individualized support services to transfer students.

**Table 1**

Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 1.1: Enhance marketing and recruitment efforts targeting underrepresented students.	a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria.	2008-2018	Office of Admissions
	b) Continue to arrange recruitment trips to urban high schools in Maryland.	2008-2018	Office of Admissions
	c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.	2008-2018	Provost Office
FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.	a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.	2008-2018	Office of Admissions

FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.	a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.	2008-2018	Program for Academic Support and Studies (PASS)
	b) Provide additional academic support for underrepresented high schools students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the Baltimore city.	2008-2018	Upward Bound
FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.	a) Continue to expand 2 + 2 and dual-degree programs with community colleges.	2008-2018	Office of the Provost
	b) Continue to establish dual-admission agreements with community colleges.	2008-2018	Office of the Provost
	c) Provide additional individualized support services to transfer students.	2008-2018	FSU Advising Center

## **Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students**

The University's is committed to increasing the retention and graduation rates of underrepresented students. The strategy and related action priorities adopted by the University to achieve this goal are summarized below. Table 2 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 2.

### Summary of Strategies and Action Priorities

- *Strategy, FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.*

Actions priorities associated with the strategy include continuing and strengthening new and ongoing programs overseen by the Office of the Provost that are designed to enhance student success.

**Table 2**

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First- Generation Students			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	a) Continue programs to enhance student success: Academic Success Network (ASN), Academic Enrichment Series, First-Year Student Progress Survey, TRiO Student Support Services (SSS), Academic Enrichment Series, Beacon Early-Alert system, and the Tutoring Center Services.	2008-2018	Office of the Provost
	b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.	2008-2018	Office of the Provost

### Goal 3: Enhance the Cultural Diversity of Faculty and Staff

This University is committed to recruiting and retaining minority faculty and staff. The strategy and related action priorities adopted by the University to achieve this goal are summarized below. Table 3 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 3.

#### Summary of Strategies and Action Priorities

- *Strategy, FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.*

Action priorities associated with the strategy include developing working relationships with doctoral granting HBCUs with similar demographic populations and geographic locations throughout the United States, utilizing the REGISTRY to fill vacant administrative positions, advertise job openings on websites devoted to diverse hiring, working with the University System Maryland (USM) on hiring strategies, creating a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students, and implementing an annual Development and Leadership Series designed to increase advancement and retention.

Table 3

<b>Goal 3: Enhance the Cultural Diversity of Faculty and Staff</b>			
<b>Strategies</b>	<b>Action Priorities</b>	<b>Time frame</b>	<b>Responsible Unit or Office</b>
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.	a) Established working relationships with doctoral granting HBCUs throughout the United States with similar demographic populations and geographic locations.	2008-2018	Office of the Provost
	b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students.	2018 (new)	Office of the Provost
	c) Utilize the <b>REGISTRY</b> , a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.	2008-2018	Office of Human Resources
	d) Require all search committees for faculty and staff positions to have one member of the committee responsible for ensuring that minority outreach is a priority.	2008-2018	Director of Human Resources
	e) Implement the annual Development and Leadership Series to provide management training leading to increase employee advancement and retention.	2018	Office of Human Resources

#### **Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity**

The strategy and associated action priorities adopted by the University to create a campus environment that promotes the valuing of cultural diversity are summarized below. Table 4 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 4.

##### Summary of Strategies and Action Priorities

- Strategy, FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs

Action priorities include reaching out to faculty, staff and underrepresented students through the University's Center for Student Diversity, Equity, and Inclusion; continuing the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI); continuing the work

of the Office of Gender Equity; and creating and enhancing current inter-institutional academic opportunities and institutional curricular programs (such as African-American Studies and Women's Studies) for members of the University community that focus on equality in educational opportunities and social issues, and their relationship with underrepresented groups globally.

**Table 4**

<b>GOAL 4: CREATE A CAMPUS ENVIRONMENT THAT PROMOTES THE VALUING OF CULTURAL DIVERSITY</b>			
<b>Strategies</b>	<b>Action Priorities</b>	<b>Time frame</b>	<b>Responsible Unit or Office</b>
FSU 4.1 Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.	a) FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> : Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.	2008-2018	FSU Center for Student Diversity, Equity, and Inclusion
	b) Continue the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI).	2008-2018	PACDEI
	c) Continue the work of the <i>Office of Gender Equity</i> to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and related programming, policies, and services.	2008-2018	Office of Gender Equity
	d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	2008-2018	Office of Gender Equity
	e) Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.	2008-2018	Office of the Provost
	f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	2008-2018	Office of the Provost

### **Goal 5: Promote the Understanding of International Cultures**

The University's Cultural Diversity Program incorporates several initiatives that promote the understanding of international cultures. The University seeks to increase its number of international students and enhance international programming while promoting intercultural understanding at all levels on campus. At the same time, the University plans to offer FSU students and faculty more opportunities to study and teach abroad.

The strategies and associated action priorities adopted by the University to promote the understanding of international cultures are summarized below. Table 5 presents the strategies, associated action priorities, time frames, and responsible units or offices.

#### Summary of Strategies and Action Priorities

- *Strategy, FSU 5.1: Increase the number of international students attending Frostburg State University.*

Action priorities include actively recruiting international students overseas and throughout the United States; increasing the number of University exchange partners; and developing cooperative degree programs with overseas partner institutions.

- *Strategy, FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.*

Action priorities include expanding study abroad program and increasing study abroad student recruitment efforts

See Pages 9 and 10 for Table 5:

**Table 5**

<b>GOAL 5: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES</b>			
<b>Strategies</b>	<b>Action Priorities</b>	<b>Time frame</b>	<b>Responsible Unit or Office</b>
FSU 5.1: Increase the number of international students attending Frostburg State University.	a) Actively recruit international students overseas and throughout the United States.	2008-2018	Center for International Education (CIE) and Office of the Provost
	b) Increase the number of exchange partners to increase the diversity of international students.	2008-2018	Center for International Education (CIE) and Office of the Provost
	c) Develop cooperative degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to FSU.	2008-2018	Center for International Education (CIE) and Office of the Provost
	d) Establish strong connections for international students on campus.	2008-2018	Center for International Education (CIE) and Office of the Provost

FSU 5.2 Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.	a) Plan and implement study abroad programs conducted or sponsored by the university.	2008-2018	Center for International Education
	b) Plan and implement recruitment activities for students to study abroad.	2008-2018	Center for International Education
	c) Design and implement study abroad opportunities for students led by faculty members	2008-2018	Center for International Education
	d) Sustain the University President's Leadership Circle – as an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.	2008-2018	Center for International Education

**Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents**

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At the end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).

**Summary of Resources Needed to Effectively Recruit and Retain a Culturally Diverse Student Body, Faculty, and Staff**

Frostburg State University's Cultural Diversity Program contains a number of new and continued initiatives that require additional resources if they are to be fully and successfully implemented. For example, the University's minority and first-generation student recruitment and retention efforts have grown significantly over the years, but there has not been a concurrent increase in staff and operating funds to support these activities. A particularly urgent need is for additional student financial assistance to help increase persistence beyond the second year of college.



The University's Diversity Center has expanded its educational programs and workshops to address issues of cultural difference, but has seen a reduction in its staff and only a modest increase in operating funds. The University is also rapidly expanding its efforts to create a more diverse campus by increasing its international student population, enhancing international opportunities for students and faculty, and providing additional international programming on campus. It is important that resources are found to support the growing number of international students on campus and the activities of the Center for International Education.



*One University. A World of Experiences.*

ANNUAL PROGRESS REPORT ON  
PROGRAMS OF CULTURAL DIVERSITY

---

**Appendix B:**  
**Comparison Tables for Students, Faculty, and Staff**

PREPARED BY: OFFICE OF THE PROVOST

**June 2018**

## Section III

### DEMOGRAPHIC DATA

#### Appendix B: Comparison Tables for Students, Faculty, and Staff

This section includes the Appendix A with comparison data for 2010, 2016, and 2017 with that of 2009. The data are presented in the following tables:

- ▲ **Table 3:** *Comparison Table for Students*
- ▲ **Table 4:** *Comparison Table for Faculty*
- ▲ **Table 5:** *Comparison Table for Staff*

**Appendix B:  
Frostburg State University**

**Comparison Tables for Faculty, Staff, and Students**

**Table 3 Student Headcount by Career**

**Updated May 25, 2018**

Career		Fall 2009				Fall 2010				Fall 2016				Fall 2017			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Doctorate	Unknown	.	.	.	.	.	.	.	.	1	3	4	5.13	2	9	11	13.40
	African American/Black	.	.	.	.	.	.	.	.	.	.	.	.	.	2	2	2.44
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	.	.	.	.	25	47	72	92.30	23	45	68	82.90
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	1	1	1.28	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	1	.	1	1.28	1	.	1	1.22
All	.	.	.	.	.	.	.	.	27	51	78	100	26	56	82	100	
Graduate	Unknown	5	9	14	2.22	2	.	2	0.33	37	63	100	14.00	40	47	87	14.80
	African American/Black	9	11	20	3.17	15	17	32	5.30	15	29	44	6.16	16	29	45	7.64
	Amer Ind or Alaska Nat	1	2	3	0.48	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	1	2	3	0.48	4	4	8	1.32	8	8	16	2.24	7	5	12	2.04
	Hisp/Latino	.	4	4	0.63	3	5	8	1.32	5	9	14	1.96	7	6	13	2.21
	White	168	404	572	90.8	168	372	540	89.40	158	291	449	62.90	129	273	402	68.30
	Other	6	8	14	2.22	9	5	14	2.32	65	20	85	11.90	15	6	21	3.57
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	2	4	6	0.84	4	5	9	1.53
All	190	440	630	100	201	403	604	100	290	424	714	100	218	371	589	100	
Undergraduate	Unknown	46	60	106	2.23	16	12	28	0.58	21	16	37	0.76	25	29	54	1.14
	African American/Black	551	576	1127	23.7	557	572	1129	23.20	780	753	1533	31.40	767	716	1483	31.40
	Amer Ind or Alaska Nat	9	9	18	0.38	7	6	13	0.27	2	7	9	0.18	3	4	7	0.15
	Asian	44	33	77	1.62	47	28	75	1.54	34	59	93	1.90	41	65	106	2.24
	Hisp/Latino	69	54	123	2.59	98	90	188	3.86	123	160	283	5.79	113	151	264	5.59
	White	1683	1574	3257	68.5	1744	1640	3384	69.54	1221	1394	2615	53.50	1122	1277	2399	50.80
	Other	14	33	47	0.99	20	29	49	1.01	54	38	92	1.88	103	105	208	4.40
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	1	1	2	0.04	.	1	1	0.02
	Two or More Races	.	.	.	.	.	.	.	.	109	111	220	4.50	93	110	203	4.30
All	2416	2339	4755	100	2489	2377	4866	100	2345	2539	4884	100	2267	2458	4725	100	
All	2606	2779	5385	100	2690	2780	5470	100	2662	3014	5676	100	2511	2885	5396	100	

Table 3 Continued: Summary of Undergraduate Enrollment 2009 - 2017

	UG Minority			
	2009	2010	2016	2017
N	1345	1405	2140	2064
%	28.29	28.87	43.81	43.70
	UG African American			
	2009	2010	2016	2017
N	1127	1129	1533	1483
%	23.7	23.20	31.40	31.40

Source: P409 Student Enrolled Population Files; Office of Assessment and Institutional Research

**Appendix B:**  
**Frostburg State University**  
**Comparison Tables for Faculty, Staff, and Students**

**Table 4****Instructional Faculty****Split By Tenure/Tenure Track and Non-Tenure Track**

Updated May 25, 2018

		Year															
Tenure Status	Race/Ethnicity*	2009				2010				2016**				2017**			
		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	2	.	1	.	1	0.60	.	.	.	.
	African American/Black	.	2	2	1.34	.	1	1	.	4	2	6	3.57	3	3	6	3.30
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	1	.	1	0.60	1	.	1	0.55
	Asian	3	1	4	2.68	4	3	7	.	3	3	6	3.57	2	4	6	3.30
	Hisp/Latino	.	3	3	2.01	.	4	4	.	.	1	1	0.60	.	2	2	1.10
	White	64	76	140	93.96	66	78	144	.	63	86	149	88.69	67	98	165	90.66
	Other	.	.	.	.	.	.	.	.	.	4	4	2.38	.	.	.	.
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	2	2	1.10
All	67	82	149	100	71	87	158	100	72	96	168	100	73	109	182	100	
Tenure/ Tenure Track	Unknown	.	.	.	.	1	.	1	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	4.27	7	2	9	.	7	2	9	4.11	7	2	9	4.33
	Asian	9	7	16	7.58	8	7	15	.	13	6	19	8.68	12	5	17	8.17
	Hisp/Latino	1	3	4	1.9	1	3	4	.	1	3	4	1.83	1	3	4	1.92
	White	116	66	182	86.26	113	66	179	.	106	74	180	82.19	96	73	169	81.25
	Other	.	.	.	.	.	.	.	.	5	2	7	3.20	5	4	9	4.33
	All	133	78	211	100	130	78	208	100	132	87	219	100	121	87	208	100
All	200	160	360	100	201	165	366	100	204	183	387	100	194	196	390	100	

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

\*Data reported for 2009 and 2010 based on the 1977 race/ethnicity codes. 2016 and 2017 data based on the new race/ethnicity codes.

\*\* 2016 and 2017 data reflect the Maryland Higher Education Commission's Standard Occupational Class

**Appendix B:**  
**Frostburg State University**  
**Comparison Tables for Faculty, Staff, and Students**

Updated May 25, 2018

**Table 5**  
**Staff by Principal Occupational**  
**Assignment**

		Year															
Occupational Code	Race/Ethnicity*	2009				2010				2016**				2017**			
		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	.	.	.	.	.	.	.	.	1	1	2	0.83	.	1	1	0.41
	African American/Black	2	1	3	5.17	2	1	3	5.17	4	6	10	4.13	4	7	11	4.52
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	1	.	1	1.72	3	.	3	1.24	3	.	3	1.23
	Hisp/Latino	.	.	.	.	.	.	.	.	1	.	1	0.41	1	.	1	0.41
	White	35	20	55	94.83	33	21	54	93.1	103	123	226	93.39	102	125	227	93.42
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
All	37	21	58	100	36	22	58	100	112	130	242	100	110	133	243	100	
Teaching Assist	White	.	.	.	.	.	.	.	.	2	5	7	100	2	3	5	100
	All	.	.	.	.	.	.	.	.	2	5	7	100	2	3	5	100
Professional	Unknown	.	1	1	0.65	2	2	4	2.42	.	1	1	1.05	2	3	5	4.85
	African American/Black	4	5	9	5.81	6	4	10	6.06	1	4	5	5.26	.	4	4	3.88
	Amer Ind or Alaska Nat	1	.	1	0.65	1	.	1	0.6	.	.	.	.	.	.	.	.
	Asian	3	.	3	1.94	3	.	3	1.81	2	5	7	7.37	3	4	7	6.8
	Hisp/Latino	.	.	.	.	.	1	1	0.6	.	2	2	2.11	.	1	1	0.97
	White	60	81	141	90.97	62	84	146	88.49	34	45	79	83.16	32	53	85	82.52
	Other	.	.	.	.	.	.	.	.	1	.	1	1.05	.	.	.	.
	Two or more races	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	0.97
All	68	87	155	100	74	91	165	100	38	56	95	100	37	66	103	100	
Clerical	Unknown	.	2	2	1.05	.	.	.	.	1	1	2	1.21	.	.	.	.
	African American/Black	1	7	8	4.19	.	7	7	4.02	5	3	8	4.85	3	6	9	4.92
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	3	3	1.57	1	1	2	1.15	1	1	2	1.21	.	3	3	1.64
	Hisp/Latino	1	.	1	0.52	2	1	3	1.72	.	1	1	0.61	.	2	2	1.09
	White	25	152	177	92.67	25	137	162	93.1	35	116	151	91.52	44	123	167	91.26
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	.	1	1	0.61	1	1	2	1.09
All	27	164	191	100	28	146	174	100	42	123	165	100	48	135	183	100	
Technical	Hisp/Latino	1	.	1	2.17	1	.	1	2.22	.	.	.	.	.	.	.	.
	White	24	21	45	97.83	26	18	44	97.78	.	6	6	100	.	5	5	100
	All	25	21	46	100	27	18	45	100	.	6	6	100	.	5	5	100
Skilled Crafts	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	.	.	.	.	.	.	.	.	.	1	1	1.03	.	1	1	1.09
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	1	.	1	1.03	1	.	1	1.09
	White	34	1	35	100	36	1	37	100	53	42	95	97.94	51	39	90	97.83
All	34	1	35	100	36	1	37	100	54	43	97	100	52	40	92	100	
Serv/Maint	Unknown	.	.	.	.	.	1	1	1.3	.	.	.	.	.	.	.	.
	African American/Black	.	3	3	3.53	.	2	2	2.6	.	.	.	.	.	.	.	.
	Asian	.	1	1	1.18	.	1	1	1.3	.	.	.	.	.	.	.	.
	White	45	36	81	95.29	36	37	73	94.8	43	2	45	100	44	2	46	100
	All	45	40	85	100	36	41	77	100	43	2	45	100	44	2	46	100
All	236	334	570	100	237	319	556	100	291	365	657	100	293	384	677	100	

Source: M155 Employee Data System Files; Office of Assessment and Institutional Research

\*Data reported for 2009 and 2010 based on the 1977 race/ethnicity codes. 2016 and 2017 data based on the new race/ethnicity codes.

\*\* 2016 and 2017 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

**THIS PAGE IS INTENTIONALLY LEFT BLANK**





2017-2018

Institutional Programs of Cultural Diversity Annual Progress Report

Institution: Salisbury University

Date Submitted: July 6, 2018

Point(s) of Contact (names and email addresses):

Humberto Aristizábal, Associate Vice President  
 Institutional Equity: Fair Practices, Diversity, and Inclusion  
[hxaristizabal@salisbury.edu](mailto:hxaristizabal@salisbury.edu)  
 (410) 548-3508

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
SU was part of grant-writing team for a National Science program to increase diversity of science faculty. SU's role will be to host two URM teaching post-docs with the expectation that these positions would convert to tenure-track. Also, SU will provide training on undergraduate research mentorship to doctoral students/post-docs at other USM campuses. Funding is expected based on conversations with the NSF program officer. This effort grew out of our on-	Number and quality of contacts with URM doctoral and post-doctoral fellows who may be interested in teaching at a public comprehensive university (via reports of contacts through program evaluations tools that will be developed for the NSF grant).	Number of URM faculty applying for, hired and retained in tenure-track positions (via Human Resources records and institutional data).	Build broad campus support for this new model for faculty recruitment and retention. Maintain consistent engagement with PROMISE AGEP since many of the activities are in UMCP/Baltimore area.

<p>going engagement with USM's PROMISE Alliance for Graduate Education and the Professoriate.</p>			<p>Maintaining communication with the PROMISE AGEP in reference to positions available at SU.</p>
<p>SU was one of only a handful of campuses in the nation invited to resubmit a full proposal to the Howard Hughes Medical Institutes' Inclusive Excellence program. A Delmarva Science Inclusion Initiative (DSII) was proposed to establish a regional collaboration to support engagement and success of science students at SU in partnership with Delaware Tech, WorWic CC, Chesapeake College and local school systems. The goal of DSII was to transform pathways and curricula, redesign advising structures, expand student support, and use of analytics to foster student access to the natural sciences. Project activities would extend and, as appropriate, redesign recent successful efforts to increase science graduates to our regional 'new majority' college-goers including veteran, transfer, rural first-generation, Hispanic, and African American students. Proposed activities can broadly be categorized as: Regional Collaboration and Information Sharing; Faculty Development for Inclusive Excellence; Enhancing Student Wayfinding and Success; and New Curriculum Pathways (an Applied Science Degree).</p>	<p>Measures of success will include increases in URM recruitment/matriculation in STEM majors and reduction of any performance gaps in course and program completion.</p>	<p>Grant application was denied again, we are awaiting the comments from the reviewers.</p>	<p>Move forward on some of the proposed initiatives using internal funding or through other grant opportunities.</p>
<p>SU and UMES formalized a dual-degree program in Chemistry/Pharmacy in which students complete three years of general education and undergraduate chemistry courses at SU and then complete three years of doctoral pharmacy coursework at UMES, graduating with both a BS in Chemistry and a Doctor of Pharmacy degree. The development of this program and reciprocal campus visits has provided the opportunity for strengthening ties between our</p>	<p>Student enrollment. Successful program completion.</p>	<p>MOU signed; reciprocal campus visits including SU students touring UMES facilities.</p>	<p>Matriculate of SU students in dual-degree program (goal is up to 5 per year).</p>

campuses and mutual appreciation of the resources available at each.			
Active participation of SU administrators in the USM Promise AGEP (Alliance for Graduate Education and the Professoriate), a USM effort which increases the participation of underrepresented groups in STEM programs and facilitates pathways to academic careers.	Involvement in USM Promise AGEP activities.	Hired one teaching post-doc from USM Promise AGEP Network to assist in development of their teaching skills and professional development, and to increase diversity of our faculty.	Continue to look for opportunities to bring AGEP faculty to SU. Work to convert current post-doc into a tenure-track position.
Salisbury University's TRiO ACHIEVE Student Support Services (SSS) is an educational opportunity project sponsored by the U.S. Department of Education that helps first-generation students, students with financial need and students with disabilities achieve their academic potential and personal goals. TRiO staff advocate for qualified students, plan and coordinate their services, and provide support programs that help them develop academic, interpersonal and social skills needed for success at the University.	Number of students served. Number of mentors engaged. Completion of Soliya. Connect Program	TRiO ACHIEVE Student Support Services (SSS) served roughly 150 students in AY 2017-2018.	Recruit in addition to transfer students. Improve outreach through social media. Implement TRiO Alumni Relations to support the academic success of current TRiO Students. Increase TRiO student's acceptance numbers in to graduate/professional programs.
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.	Student enrollment figures by source.	Current relationships with groups like Upward Bound, Latino Student Fund, Dream with Steam, Inspire Baltimore, DC tag, DC Cap, Suited for Success, TRiO upward bound, ACES, Access group, Shore Way to College and TAM.	Development of metrics to track success.
Strengthen the charge and resources of the Cultural Diversity and Inclusion Consortium Committee to coordinate communication among the faculty, staff, and students of Salisbury University on diversity and inclusion issues, by bringing the leaders of its constituent organizations together for dialogue.	Number of meetings. Recommendations made to Executive Staff and University President.	Seven (7) meetings during AY 2017-2018 Recommended the creation of a campus intersectional resource center for traditionally underrepresented groups.	Continue to encourage members of shared governance and student groups to engage in the Committee.

<p>SU Libraries implemented a Diversity and Inclusion Plan to incorporate diversity into human resources processes, adding language about commitment “to a culturally diverse educational and work environment” to job ads and added questions relating to diversity to interviews.</p>	<p>Presence of text in job ads and questions for interviews.</p>	<p>All hiring since summer 2017 has included this language.</p>	<p>Continue to include this language.</p>
<p>Our Powerful Connections is an ongoing program designed to aid the recruitment and retention of diverse students.</p>	<p>Increase in number of students; Retention statistics.</p>	<p>70 students consistently attend the program; retention to the second year at 86%.</p>	<p>Additional publicity about the program.</p>
<p>The Office of Veterans Services produces a “Veterans Fact sheet” for incoming students to address FAQ’s. SU’s campus veteran webpages are updated weekly. Additionally, SU uses the analytical services of a third-party consultant to monitor academic success and connection to campus resources for veterans. The Offices of Admissions and the Office of the Registrar jointly identify veteran-specific events and provide admissions staff with necessary info to be successful at these specific events.</p>	<p>Composition of student body. Increased in the representation of veterans. Also, increases in the interaction with the staff of the Office of Veteran Services.</p>	<p>Increased foot traffic and email communication with veterans.</p>	<p>Communication with veterans and military connected student population  Use of third-party consultant to monitor academic success</p>
<p>SU added three additional Graduate Assistant positions in the Multicultural Student Services area to increase outreach on women’s issues, LGBTQIA, and Latina/o/x needs.</p>	<p>Ability to hire qualified individuals, and development of programs for students.</p>	<p>A new intersectional resource center is being developed. A Women’s Employee Resource group is being connected to related student initiatives.</p>	<p>Outreach to Latino/a/x students in recruitment, admissions and retention.</p>
<p>SU posts all available positions on diversejobs.net to promote and recruit traditionally underrepresented staff and faculty.</p>	<p>Disclosed source(s) of recruitment during search and selection process.</p>	<p>Composition of applicant pool and hiring of veterans.</p>	<p>Track applicant information.</p>
<p>The Office of Human Resources added a “Reflective Review Strategy” in alignment with a revised search and selection process that was implemented across campus on 9/2017.</p>	<p>Composition of applicant pool, finalist pool and new hires based on gender and diversity.</p>	<p>Roughly 33% of applicants for available positions were individuals from traditionally underrepresented groups and 30% of new-hires were individuals from traditionally underrepresented groups.</p>	<p>Expand applicant pool to have more qualified, diverse candidates (with emphasis on faculty and professional-level positions). Strategies to achieve this include: (i) Posting all positions on Diverse Jobs.Net (including faculty composite Ad for</p>

			open positions), (ii) CareerBuilder.com, (iii) higheredjobs.com and (iv) the MD workforce exchange.
Targeted marketing efforts to increase the diversity and inclusiveness of the campus. This includes placing an ad in <i>Diverse: Issues in Higher Education</i> spotlighting SU's former President's 18 years of leadership in this area.	The Office of Marketing and Public Relations tracks the reach of placements.	Information provided by candidates during hiring process.	These efforts will continue.
Faculty recruitment, hiring, onboarding within the Fulton School reflects global diversity and ensures the curriculum embraces entirety of human experience.	Faculty headcount/profile and hiring 2017-2018 in South Asian history (existing line/position).	Faculty headcount/profile.	Faculty does not reflect regional demographics as well as student body does. Additionally, the curricular piece not been a criterion for allocation of new PIN faculty positions.
Our Office of Marketing and Public Relations works collaboratively with the Office of Admissions to support the recruitment of underrepresented students, by being strategic and thoughtful about our advertising placements and how we represent the campus. This includes placing ads in various local high school and community college student newspapers, and in college fair guides in the Washington and Baltimore metro regions, full page ads in the Hispanic Association of Colleges and Universities annual conference program and the Innovation & Tech magazine at the USA Science Festival, as well as ads in nursing-industry publications.	The Office of Marketing and Public Relations tracks the reach of placements.	N/A	Continue with these efforts.
The Office of Admissions hosts many diverse student groups for an information session and a tour of campus.	For the reporting period, SU brought 41 diverse groups to campus, totaling approximately 1520 students.	SU saw an increase of 15 more groups and 541 additional students. Many of these schools/programs are repeat customers and evaluate their visits positively.	Include other offices like the Office of Multicultural Student Services and TRiO to meet with the prospective students.

<p>The Office of Admissions offers a multicultural Alliance Day and Reception and collaborates with 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 the Office of Multicultural Student Services.</p>	<p>SU had 88 students RSVP for the event an increase of 38 students.</p>	<p>N/A</p>	<p>Develop strategies to track attendance.</p> <p>Improve the communication strategy to encourage attendance.</p>
<p>The Office of Admissions focuses on admissions visits/fairs within territories with a high percentage of historically underrepresented students.</p>	<p>For the reporting period, SU conducted 22 events or visits, an increase over last year.</p>	<p>Applications of traditionally underrepresented students increased by almost 200 students.</p>	<p>Improve tracking of individual recruiting events.</p>
<p>The Office of Admissions offers on-the-spot admissions at high schools, particularly those with high populations of historically underrepresented identities; SU admissions staff makes admissions decisions on the spot upon review of application, test scores, and transcript.</p>	<p>For the reporting period, SU met with 21 schools, an increase of 17 schools. From these events, 386 students were interviewed and 149 have decided to attend.</p>	<p>Students interviewed increased by 271 students interviewed and 84 more will be attending. Students from these groups are tracked by tagging them in our CRM and following them through the admissions funnel.</p>	<p>Continue to expand the program to new schools.</p>
<p>University Dining Services (UDS) is working to better support our Muslim students, faculty, &amp; staff by working with our suppliers to purchase only Halal whole cut chicken and boneless chicken breasts. UDS is able to purchase Halal ingredients and meals with a separate key-access refrigerator for those who seek them. In collaboration with the Office of Admissions, a script has been prepared for tour guides to promote the dining services program and provide information about the diverse offerings and SU's ability to accommodate all dietary needs and preferences. Each semester a review of the program is conducted to better serve different cultures and self-identified dietary commitments.</p>	<p>Increased meal participation numbers.</p>	<p>Two (2) Muslim students who asked for exemption from dining plans have stayed on plans satisfied with the accommodations provided.</p>	<p>Explore, acquire, and communicate foods/items that appeal to the underrepresented populations.</p>
<p>Increased participation in College Fairs hosted by HBCU institutions (UMES and Delaware State University).</p>	<p>Number of road cards completed.</p>	<p>Number of interested students in SU has remained steady but no increases.</p>	<p>Expand travel area as staff is available.</p>

Host Grad School Education Workshops with the SU TRiO student group.	Number of students in attendance.	Number of participants have increased each year.	Increase number of workshops per year. Expand to other groups.
Participated in a live, virtual grad fair to entice international students.	Number of live interactions and follow-up.	Admissions data is yet to be determined.	Continuous improvement of the program.
The Office of Sponsored Programs continually seeks and is often awarded grants that target underrepresented students and faculty. Examples include federal awards from HRSA and Department of Education, and state funded awards to increase diversity in clinical faculty.	Number of engaged clinical faculty and/or number of students enrolled and retained in Dept. of Ed programs (TRIO)	Number of engaged clinical faculty and/or number of students enrolled and retained in Dept. of Ed programs (TRIO).	N/A
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.	This continues to be a very successful program for us with 430 students enrolling in fall 2018 and 120, or 28 %, of them are diverse.		
SU has a partnership with PGCC (one of the most diverse community colleges in the state) to work collaboratively to support and provide services to students to become successful and encourage their transfer to SU after completing an AA degree at PGCC. SU provides exposure by having a direct point of contact, campus tours, events and also providing workshops and attending events at PGCC.	Newer program and SU will work with PGCC to make sure we tag students applying to SU.	N/A	Develop of metrics to track success.
"I Am Psyched!" exhibit from American Psychological Association accompanied by programming aimed at high school students with an eye to minority recruitment.	Increased minority enrollments in Psychology courses/major/minor.	N/A	
Philosophy in Schools program including philosophy classes in local public schools and a Philosophy summer camp with strong minority enrollment (80%)	Tracking camp participants from underrepresented groups.		
Global Scholar Program	Required annual reporting to US Department of State for J-1 Exchange Visa assessing	Four distinct Global Scholars in residence during academic year 2017-18 teaching classes, taking	N/A

	contributions of each global scholar.	classes, conducting research, and engaging in creative activity.	
International Student and Scholar Services Office re-branded	Quantity and quality of ongoing orientation and support programs to retain international students.	New formal programs developed and promoted with official materials for: airport arrivals; pre-arrival orientation; ongoing orientation and cultural programming.	N/A
English Language Institute	Enrollment numbers; course-by-course evaluation; traditional grading assessments and course-specific learning outcomes; ITP TOEFL test registered center.	Enrollment in ELI is still at all-time low but the slide has stopped; Summer English continues to be strong; new partnerships have been developed for AY 2018-19.	ELI enrollments are still the primary concern; increase linguistic diversity in the ELI, and continuing to evolve the curriculum are priorities.

<b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>SU removed gender as a data point visible to faculty/advisors on their respective pages to protect privacy/confidentiality of students with a gender identity different from their birth gender. SU is currently working in the development of a Preferred Name policy.</p>	<p>Tracking of complaints related to gender and preferred name issues.</p>	<p>Currently advising center, class rosters and grade rosters do not display gender. Protocol is in place for students to request a "preferred name" in GullNet which shows on all records except the official transcript or any official documents.</p>	<p>Create appropriate fields in GullNet where students might select their gender identity.</p>



<p>SU developed a faculty “one page” informational sheet for veteran and military connected students (includes Green Zone Training), while offering a Lunch and Learn for faculty and staff to identify unique challenges veterans and military connected students may face. We also partnered with SOWK to offer CEU’s for Green Zone program to increase participation among faculty/staff and community members and hosted Veterans Day “weekend of events.”</p>	<p>Monitor Green Zone registration to increase participation. Program evaluations.</p>	<p>Increased in registration (20 faculty/staff/community members in 48 hours).</p>	<p>Communicate with existing faculty/staff regarding Green Zone training.</p>
<p>Hosted four discussions of race, diversity, and inclusion, using civic reflection strategies open to the Seidel School and broader campus communities.</p>	<p>Qualitative post-assessments completed by participants.</p>	<p>Consistent positive feedback (&gt;95%) about topics and strategies.</p>	<p>More opportunities for these discussions, made available at different times and to a wider range of campus members.</p>
<p>Planned an “anti-racism” training for AY18-19, to be open to a range of students, faculty, and staff/administration</p>	<p>N/A</p>	<p>Training is planned for early fall 2018.</p>	<p>Finalize training and conducting pre- and/or post-assessment.</p>
<p>Prepared for a series of short films exploring Seidel stakeholders’ experiences with race, diversity, and inclusion</p>	<p>N/A</p>	<p>Project still in design stage.</p>	<p>Time and space needed for hosting video capture.</p>
<p>Committee members participated in a co-taught section of “Diversity in the Community.”</p>	<p>Student evaluations.</p>	<p>&gt;90% of 68 enrolled students reported positive experiences with the multiple-lecturer format.</p>	<p>Campus policies that support co-teaching as a credited model for faculty load.</p>
<p>The Office of Public Relations team tells the diverse stories of SU’s campus community and seeks to gain publicity for the University by sending press releases, PSAs and media alerts to promote campus events, activities and achievements. Other efforts include interviews, photo ops, pitches, student hometowns, and more. Stories generated by PR are posted on the University’s website, and often shared further: electronically through the University’s Facebook and Twitter accounts, the eSU News and SU Arts Minute emails; in print through <i>SU News</i>, <i>SU Spotlight</i>, <i>SU</i></p>	<p>Tracking of media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.</p>	<p>More than 85 diversity-related topics were spotlighted in the past year.</p>	<p>Continuous improvement.</p>

<p><i>Magazine</i> and other campus publications; and broadcast through <i>SU on the Air</i> on PAC 14, and on local television stations.</p>			
<p>Marketing placed ads showcasing African American History Month activities in <i>Maryland African American Pride</i> and the <i>Salisbury Star</i>. It also was an interview topic on <i>SU on the Air</i>. Women's History Month activities also were featured in several press releases.</p>	<p>Tracking of media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.</p>	N/A	Continuous improvement.
<p>Campus-wide Safe Spaces Workshops to raise awareness of LGBTQIA issues.</p>	<p>Multiple workshops annually on campus, frequent workshops regionally and across state.</p>	<p>Eight (8) on-campus workshops were scheduled during the reporting period.</p>	<p>Targeted Safe Spaces training to specific offices/department on campus.</p>
<p>Fulton Public Humanities programming focused on experiences of historically marginalized groups: African Americans, Latino/Latina, Native American, LGBTQIA, women (see appendix 1, below)</p>	<p>Number of events, audience size.</p>	N/A	Continuous improvement.
<p>PACE programming focused on issues of social injustice/inequality: e.g., Charlottesville forum (see Panorama for particulars)</p>	<p>Attendance, generally 100-200</p>	N/A	Continually provide programming to appeal to the diversity of the campus community.
<p>The University's Dining Services partnership with the Cultural Event series provides exposure and opportunity to engage. SU menus include more culturally specific offerings daily and featured in the Festival of Foods calendar of events.</p>	<p>Increase in meal attendance at events.</p>	<p>Not quantified by event. Overall counts at Festival events have increased &gt;500 attendees.</p>	<p>Continually provide programming to appeal to the diversity of the campus community.</p>
<p>Joint effort with the Nursing Department that led to the development of a global health seminar which includes a study abroad trip to South Africa focused on increased understanding of social, political, and cultural issues impacting global health</p>	<p>Seminar assignments including journals and blogs.</p>	<p>Grades from the 14 SOWK, Community Health, and Nursing students that attended</p>	
<p>SU Libraries provided cultural training programs for library staff.</p>	<p>Number of training programs.</p>	<p>3 programs for all library staff: 1) Safe Spaces training, 2) cultural inclusion film screening ("I Learn America") and discussion, and 3) Disability Resources Center staff-led a session on serving users</p>	<p>Continue to offer several programs each year.</p>

		with disabilities; also sent our Diversity Coordinator to the Symposium for Strategic Leadership in Diversity, Equity, and Inclusion sponsored by two national academic library organizations.	
SU Libraries added collections related to diverse populations to support curricular initiatives	New materials added.	1) Added two new databases: <i>LGBT Life with full-text</i> and <i>Slavery in America and the world: History, Culture, and Law</i> . 2) Added special collections material for Asia (49 history-related Chinese comic books; Japanese World War II postcards) and Latin America, including 7 facsimiles of native codices from the 1500s, the correspondence of a female missionary working with natives in Peru and Ecuador in 1925-1933, and a 1940s travel diary through Mexico. 3) Asked each liaison to try to spend 10% of departmental book budgets on diversity-related books (e.g., <i>Anti-discriminatory Practice in Mental Health Care for Older People</i> ).	Continue to acquire, as budget permits.
SU Libraries co-curricular programming	Number of events/exhibits	1) Panels, book displays, and social media promotion for observance months (Pride, Hispanic Heritage, LGBT History, Native American Heritage, Black History, Women's History, Deaf History, Asian-Pacific Heritage) and various holidays. 2) Created and hosted a major exhibit,	Continue to offer, as staffing and budget allow.

		<p>"You're on Indian Land. . .," in the Lobby Exhibit space during the entire spring semester 2018 and also held a reception for the exhibit. 3) Hosted a traveling exhibit from Family Diversity Projects, "In Our Family: Portraits of All Kinds of Families," in the Curriculum Resource Center from November 1, 2017, through May 31, 2018. 4) The Nabb Center hosted a lecture on Cajuns on April 19, 2018.</p>	
Multicultural Alliance of Organizations	Think tank of organizations representing a diversity of student organizations on campus meet twice monthly.	One of the most diverse boards on campus representing the full spectrum of diversity.	Continuous support.
NPHC/Historically Black fraternities and sororities Multiple recognized organizations exist to support and connect students of color, LGBTQ, and various cultures.	9 organizations hosted 46 events.	Continued recognition of chapters and student organizations; increased number of events planned by the organizations. 63 events hosted by 17 organizations.	Increase membership in the NPHC chapters; continue to increase the number of orgs; Diversity and inclusion training will be added to the overall Leadership training.
The Office of Institutional Equity (OIE) provides year-round training to support faculty and staff development opportunities to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse institutional setting. Training programs and initiatives include: Safe Space workshop, Webinar Series, Lunch and Learn, Breakfast Topics, as well as customized, department-specific training programs.	Number of trainings offered and attendance.	30+ OIE trainings offered during AY 2017-2018.	Continue to explore ways to incentivize voluntary program attendance from faculty and staff.
The OIE provides funding annually for faculty, staff and students of Salisbury University to support initiatives related to the University's strategic planning	Number of approved grant proposals.	8 mini-grants approved for a total of nearly \$7,500.	Continue to encourage campus community members to submit grant

goals. Initiatives must support the goals of recruiting and retaining a diverse group of students, faculty and staff and developing mechanisms to support inclusiveness, engagement and success among SU campus community members.	Total funds disbursed to support D&I initiatives.		proposals, particularly students and staff.
Large contingent of SU faculty, students and staff attended USM Symposium on Diversifying the faculty on April 16, 2018.	Identification of challenges in recruiting, hiring, and retaining URM faculty.	Number of URM faculty applying for, hired and retained in tenure-track positions (via Human Resources records and institutional data).	Work is planned for FY19 on reviewing recruitment process, semi-finalist review, and faculty onboarding (which was identified as a significant need on our campus).
Host Grad School Education Workshops with the SU TRiO student group.	Number of students in attendance.	Number of participants has increased each year.	Increase number of workshops per year. Expand to other groups.
Global Seminar Program (2-4 week faculty-led study abroad programs offered around the world).	Participation numbers; number of programs offered; course-level assessment for each Global Seminar.	9 separate Global Seminars offered during AY 2017-18 in 8 different countries serving 142 students and involving the leadership of 13 separate faculty members.	New training program scheduled for fall 2018 for faculty leaders; new learning goals for all Global Seminars approved by Faculty Senate committee during spring 2018.
Salisbury Abroad portfolio of semester study abroad programs.	Participation numbers; number of programs offered.	88 students participated on semester study abroad programs on every continent except Antarctica.	New materials under development for fall 2018 to help better promote Global Experiences.
International Buddy program – structured peer mentoring program between international students and American students	Participation numbers for international students and American students; regularly scheduled events for all participants.	Record number of participants on both sides.	Residence option under development for AY 2019-20 to house upper-classmen students in common housing within this program.

Table 3: Reporting of Institutional Goal 3

Goal 3: Implement efforts and process for the reporting of hate-based crimes consistent with federal requirements. <i>Ongoing.</i>			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
A security report is published and distributed annually by University Police in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Drug Free Campus/Drug Free Workplace legislation. It contains crime and arrest statistics as well as information about campus policies and practices intended to promote crime awareness, campus safety and security. By October 1 of every year, all current students and employees are sent an email message providing them with the link to this report and notification that the current edition of the Annual Security Report has been posted on the Salisbury University website. Current or prospective students and employees may obtain a copy of this report by visiting University Police located in the East Campus Complex, calling 410-543-6007 or by accessing the SUPD website.	Crime and report statistics collected, compiled and distributed by October 1 of every year.	2016 – 0 2015 – 0 2014 – 0 2013 – 0	Continue to raise awareness regarding the process and available resources.

## Section II: Institutional Plan:

### I. Implementation strategy and a timeline for meeting goals within the plan

Salisbury University will:

- Ensure that students, staff, and faculty feel a sense of belongingness to the university by actualizing best practices around diversity and inclusion.
- Provide undergraduate and graduate students with the perspectives, skills, tools, and critical consciousness necessary to be successful in our modern day society.
- Ensure that campus leaders exemplify best practices in diversity and inclusion.
- Provide more opportunities for mentorship and growth for historically marginalized faculty and staff.
- Develop the cultural competency of faculty so they're better equipped to provide the best possible and most inclusive learning environment for our students.
- Create innovative programs that endeavor to make the campus climate more inclusive and supportive of historically underrepresented identities.
- Foster cutting edge research and scholarship on socially constructed identities like race, sexual orientation, ethnicity, gender identity, etc.
- Create opportunities and programs that facilitate meaningful interactions across all campus stakeholders and the broader community and work to concretize partnerships and connections.
- Continuously work on efforts to recruit and retain faculty, staff, and students representing historically marginalized identities.
- Develop cultural consciousness and improve racial literacy through onboarding trainings, student orientations, and campus and targeted workshops offered throughout the year.

II. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

Salisbury University promotes and supports cultural diversity among its various stakeholders through a multi-pronged approach. We first endeavor to enhance recruitment efforts for historically marginalized students, staff, and faculty members and then provide adequate onboarding training/student orientation vis-à-vis diversity issues for all campus community members. On campus, many offices, academic units, faculty, staff, students, and student organizations work within and across networks and campus communities to build cultural competency, raise cultural consciousness, improve equity, access, and opportunity, and increase feelings of belongingness on campus. These important objectives are accomplished through programs and enhanced our curricula and course content that strive to more accurately reflect the entirety of the human experience, create networks, clubs, and affinity and resource groups that serve historically underrepresented identities, facilitate workshops and discussions around D&I topics and issues, and support the Diversity & Inclusion Consortium Committee through shared governance which steers the University forward regarding D&I issues. Finally, we are actively working to complete construction of a new Intersectional Resource Center to help foster identity development and provide resources for several historically marginalized identities.

III. A description of how the institution plans to enhance cultural diversity (if improvement is needed)

We will continue to enhance and elaborate on previous efforts. We will also seek to enact many new initiatives aimed at building cultural competency, enhancing equity, and increasing feeling of belongingness on campus. In particular, we will be developing a year-long diversity curriculum out of the Office of Institutional Equity (OIE) which will guide presentation and discussion around topics such as race, sexual orientation, gender identity, triggers, etc. The OIE will also be making more concerted efforts to collaborate with other offices on campus as well as faculty members so we can best incorporate the skills and expertise of many stakeholders while addressing Diversity and Inclusion (D&I) issues in the most institutionally holistic way possible. We are also in the process of developing and opening an Intersectional Resource Center which will feature several identity-based centers serving historically underrepresented and marginalized identities. Throughout the year, we hope to further develop resources and programs as well as opportunities made available by our new center, while working to fully integrate our new Graduate Assistantships for Women, Latinx, and LGBTQ+ folks as well as other current staff and faculty into its everyday operations.

In addition, pursuant to the strategic goal established by the USM, Salisbury University will develop a strategic approach to recruiting and retaining a more diverse faculty. A search and selection process that successfully recruits highly qualified teacher-scholars from under-represented populations is not the result of wishful thinking. Rather, it is the result of recognizing



and adopting best practices as part of the standard operating procedures for recruitment at SU. Equally important, onboarding and retaining faculty members from under-represented groups is also vital to SU's institutional success.

SU's mission statement identifies six core values: "excellence, student centeredness, learning, community, civic engagement, and diversity." In the most recent rendition of SU's Strategic Plan (2014-2018), growing diversity among students, faculty, and staff is defined as a crucial aspect to SU's mission, and it is a value the institution fully embraces. In fact, increasing the diversity of students, faculty, and staff is paramount to "Foster Community," which is one of SU's four strategic goals. To that end, the OIE leads campus efforts to manage D&I, as well as all aspects of the Fair Practices and anti-discrimination law compliance. SU's D&I strategy is based on the value of diversity in all persons and in all perspectives. This includes, but is not limited to, a clear institutional commitment to create an environment free of discrimination, supportive of all and in which all members of the SU community will have opportunities to thrive personally, academically, and professionally. This strategy implicitly includes the recruitment and retention of exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world.

In its D&I journey, SU has achieved many accomplishments; however, there are also many challenges, both present and ahead. Since its founding, SU has traditionally attracted primarily white students, faculty, and staff. Recognizing a need to increase the recruitment and retention of traditionally underrepresented groups, throughout the years, multiple cultural diversity and inclusion initiatives have been launched with various degrees of success.

The two basic premises to guide the enhancement to our efforts recruiting and retaining traditionally underrepresented Faculty are:

- A. Develop pathways to recruit and retain a more diverse Faculty at SU.
- B. Identify and address institutional climate issues that will influence whether minority faculty stay at SU.

The expected outcomes by area are as follows:

**Recruitment:** The recruitment of a diverse faculty pool for an open position requires SU to publish and distribute vacancies as widely as possible. The expansion of recruiting efforts allows for the position to reach all possible potential candidates. Connections to minority professional associations are also critical to recruitment. Hiring managers and faculty chairs should be in regular contact with graduate programs in their field and networks of underrepresented groups to encourage promising students to apply for fulltime or adjunct positions after graduation.

**Hiring Committees:** SU needs to conduct a comprehensive examination of its hiring practices and specifically its hiring committees. The institution needs to carefully determine what individuals are placed on committees and what strengths and perspectives those individuals bring. An important part of this process is to understand that there is value in looking for input outside of the discipline

or from newer faculty. In essence, in order to cast a wider net, SU must diversify its vision of hiring. This vision is important not only in regard to ethnicity but also in a broader context including seniority, discipline, age, and background.

***Mentoring:*** There is a need to mentor prospective full-time applicants in SU's adjunct pools. An adjunct position could be the gateway to a fulltime job. Because of this natural pipeline, administrators involved in the Faculty hiring process have a responsibility to encourage and guide adjuncts into contributing roles on campus and in the discipline.

***Onboarding and Retention:*** SU needs to identify factors motivating faculty from under-represented groups, so that they stay with the institution for the maximum time and effectively contribute. Tangible efforts must be taken to ensure onboarding, growth, advancement, and learning.

#### IV. A process for reporting campus-based hate crimes

In addition to the long-established process for reporting hate-based crimes, we are currently in the process of implementing a new Bias Incident Reporting System which will collect reports and data through an easily locatable and navigable form on our website. All submissions will be reviewed by our Bias Incident Response Team (made up of various SU stakeholders across departments, offices, and disciplines) which will decide on a strategic, holistic way to address each incident. We will also use this data to strategize on ways to be more proactive on campus to mitigate identity-based bias.

#### V. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

- More financial support (e.g., scholarships, need-based aid) for recruitment and retention programs to support traditionally underrepresented groups.
- Additional full-time, permanent positions to support targeted diversity and inclusion effort.

Section III: Demographic Data

**TABLE I.1: Comparison Table for Tenure/Tenure Track Faculty**

	Baseline: 2007-2008				2014-2015				2015-2016				2016-2017				2017-2018						
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	17	5.7%	11	6	21	6.4%	14	7	21	6.4%	6.5%	14	7	22	6.8%	6.8%	14	8	23	6.6%	6.7%	14	9
American Indian or Alaska Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	12	4.1%	9	3	25	7.7%	14	11	26	7.9%	8.0%	14	12	25	7.7%	7.8%	14	11	29	8.4%	8.4%	16	13
Hispanic/Latino	3	1.0%	2	1	5	1.5%	2	3	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1
White	252	85.1%	150	102	267	81.9%	150	117	269	82.0%	83.0%	154	115	266	81.8%	82.6%	149	117	279	80.4%	80.9%	153	126
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	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	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	1	0.3%	0.3%	0	1	2	0.6%	0.6%	0	2
Nonresident Alien	12	4.1%	4	8	4	1.2%	2	2	4	1.2%	1.2%	2	2	4	1.2%	1.2%	2	2	8	2.3%	2.3%	4	4
Did not self identify	0	0.0%	0	0	4	1.2%	3	1	4	1.2%		3	1	3	0.9%		2	1	2	0.6%		2	0
Total	296	100.0%	176	120	326	100.0%	185	141	328	100.0%	100.0%	190	138	325	100.0%	100.0%	184	141	347	100.0%	100.0%	192	155

"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 0708 and 1718

51                      17.2%

Minority Faculty (including NRA)

22                      50.0%    311

**TABLE I.2: Comparison Table for Non-tenure Track/Other Faculty**

	Baseline: 2006-2007				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	11	4.7%	6	5	10	3.0%	5	5	12	3.7%	3.7%	4	8	10	3.2%	3.3%	4	6	11	3.4%	3.5%	3	8
American Indian or Alaska Native	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0.3%	0	1	1	0.3%	0.3%	0	1	2	0.6%	0.6%	0	2
Asian	6	2.6%	1	5	11	3.3%	0	11	11	3.4%	3.4%	1	10	10	3.2%	3.3%	0	10	7	2.2%	2.2%	0	7
Hispanic/Latino	2	0.9%	0	2	6	1.8%	1	5	8	2.4%	2.5%	1	7	7	2.2%	2.3%	1	6	4	1.3%	1.3%	1	3
White	202	86.0%	72	130	300	88.8%	98	202	290	88.4%	89.8%	93	197	277	88.5%	90.2%	91	186	289	90.6%	91.7%	87	202
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	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	NA	NA	NA	3	0.9%	2	1	1	0.3%	0.3%	1	0	2	0.6%	0.7%	1	1	2	0.6%	0.6%	1	1
Nonresident Alien	0	0.0%	0	0	3	0.9%	1	2	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	14	6.0%	3	11	4	1.2%	2	2	5	1.5%		2	3	6	1.9%		1	5	4	1.3%		1	3
Total	235	100.0%	82	153	338	100.0%	109	229	328	100.0%	100.0%	102	226	313	100.0%	100.0%	98	215	319	100.0%	100.0%	93	226

"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 0708 and 1718  
 Minority Non-tenure//Other Faculty (including NRA)

84                      35.7%  
 7                      36.8%

**TABLE 2: Comparison Table for Staff**

	Baseline: 2007-2008				2014-2015				2015-2016				2016-2017				2017-2018						
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	323	33.3%	96	227	378	35.2%	122	256	339	33.2%	33.5%	108	231	326	31.8%	32.1%	114	212	333	31.0%	31.3%	117	216
American Indian or Alaska Native	1	0.1%	0	1	2	0.2%	0	2	2	0.2%	0.2%	0	2	1	0.1%	0.1%	0	1	2	0.2%	0.2%	0	2
Asian	10	1.0%	4	6	11	1.0%	6	5	8	0.8%	0.8%	4	4	8	0.8%	0.8%	5	3	9	0.8%	0.8%	5	4
Hispanic/Latino	6	0.6%	1	5	29	2.7%	11	18	28	2.7%	2.8%	8	20	26	2.5%	2.6%	7	19	29	2.7%	2.7%	7	22
White	617	63.7%	251	366	630	58.7%	249	381	623	61.0%	61.6%	248	375	638	62.2%	62.9%	253	385	671	62.4%	63.1%	270	401
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	1	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1
Two or more races	0	NA	NA	NA	11	1.0%	5	6	9	0.9%	0.9%	5	4	11	1.1%	1.1%	5	6	14	1.3%	1.3%	4	10
Nonresident Alien	7	0.7%	1	6	0	0.0%	0	0	1	0.1%	0.1%	1	0	4	0.4%	0.4%	2	2	5	0.5%	0.5%	2	3
Did not self identify	5	0.5%	0	5	11	1.0%	3	8	11	1.1%		3	8	10	1.0%		5	5	11	1.0%		5	6
Total	969	100.0%	353	616	1073	100.0%	396	677	1022	100.0%	100.0%	377	645	1025	100.0%	100.0%	391	634	1075	100.0%	100.0%	410	665

"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 0708 and 1718

106

10.9%

Minority Staff (including NRA)

46

13.3%

**TABLE 3.1: Comparison Table for Undergraduate Students**

	Baseline: 2007-2008				2014-2015				2015-2016				2016-2017				2017-2018						
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	782	11.5%	386	396	998	12.5%	416	582	1053	13.4%	13.9%	442	611	1087	13.8%	14.3%	450	637	1096	14.1%	14.5%	453	643
American Indian or Alaska Native	40	0.6%	22	18	32	0.4%	9	23	42	0.5%	0.6%	13	29	51	0.6%	0.7%	21	30	56	0.7%	0.7%	24	32
Asian	191	2.8%	101	90	206	2.6%	90	116	234	3.0%	3.1%	96	138	255	3.2%	3.4%	106	149	281	3.6%	3.7%	127	154
Hispanic/Latino	169	2.5%	83	86	323	4.0%	142	181	323	4.1%	4.3%	144	179	307	3.9%	4.0%	135	172	313	4.0%	4.2%	141	172
White	5565	81.9%	2445	3120	5738	71.8%	2449	3289	5506	70.1%	72.6%	2367	3139	5488	69.8%	72.1%	2373	3115	5449	70.0%	72.2%	2405	3044
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	10	0.1%	6	4	11	0.1%	0.1%	7	4	16	0.2%	0.2%	9	7	15	0.2%	0.2%	7	8
Two or more races	0	NA	NA	NA	292	3.7%	130	162	282	3.6%	3.7%	119	163	261	3.3%	3.4%	111	150	218	2.8%	2.9%	91	127
Nonresident Alien	41	0.6%	11	30	139	1.7%	64	75	138	1.8%	1.8%	55	83	142	1.8%	1.9%	63	79	114	1.5%	1.5%	53	61
Did not self identify	153	2.3%	62	91	259	3.2%	129	130	260	3.3%		131	129	254	3.2%		136	118	240	3.1%		129	111
Total	6941	102.2%	3110	3831	7997	100.0%	3435	4562	7849	100.0%	100.0%	3374	4475	7861	100.0%	100.0%	3404	4457	7782	100.0%	100.0%	3430	4352

Headcount Increase

% Increase

Change in Undergraduate Students between 0708 and 1718

841 12.1%

Undergraduate Minority Students (including NRA)

870 71.1%

**TABLE 3.2: Comparison Table for Graduate Students**

	Baseline: 2007-2008				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	53	9.0%	15	38	93	12.0%	18	75	76	9.2%	9.9%	15	61	83	9.4%	9.9%	20	63	104	11.2%	11.7%	20	84
American Indian or Alaska Native	2	0.3%	0	2	2	0.3%	1	1	3	0.4%	0.4%	0	3	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	5	0.8%	2	3	10	1.3%	0	10	6	0.7%	0.8%	1	5	9	1.0%	1.1%	5	4	10	1.1%	1.1%	5	5
Hispanic/Latino	10	1.7%	4	6	22	2.8%	7	15	24	2.9%	3.1%	7	17	22	2.5%	2.6%	5	17	11	1.2%	1.2%	2	9
White	542	91.6%	145	397	575	74.4%	151	424	619	75.3%	80.5%	163	456	684	77.1%	81.8%	167	517	726	77.9%	81.8%	145	581
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	2	0.2%	0.2%	1	1	4	0.4%	0.5%	2	2
Two or more races	0	NA	NA	NA	14	1.8%	2	12	19	2.3%	2.5%	2	17	23	2.6%	2.8%	6	17	24	2.6%	2.7%	12	12
Nonresident Alien	11	1.9%	3	8	15	1.9%	4	11	22	2.7%	2.9%	6	16	13	1.5%	1.6%	4	9	8	0.9%	0.9%	1	7
Did not self identify	17	2.9%	2	15	42	5.4%	14	28	53	6.4%		10	43	51	5.7%		7	44	45	4.8%		7	38
Total	640	108.1%	171	469	773	100.0%	197	576	822	100.0%	100.0%	204	618	887	100.0%	100.0%	215	672	932	100.0%	100.0%	194	738

Headcount Increase

% Increase

Change in Graduate Students between 0708 and 1718

292

45.6%

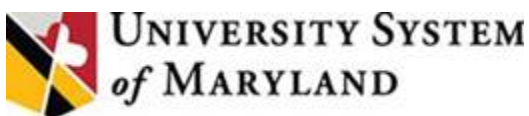
Graduate Minority Students (including NRA)

80

98.8%

**THIS PAGE IS INTENTIONALLY LEFT BLANK**





2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

---

Institution: \_\_\_\_\_Towson University\_\_\_\_\_

Date Submitted: \_\_\_\_\_

Point(s) of Contact (names and email addresses): \_\_\_Leah K. Cox, Ph.D, Vice-President, Inclusion & Institutional Equity\_\_\_\_\_

Overall Guidelines:

- For the 2017-2018 Programs of Cultural Diversity Annual Progress Report, complete the three sections in this template.
- Please submit your report to Zakiya Lee (zlee@usmd.edu) by Friday, June 29, 2018.

**Section I: Progress Report:** §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution’s implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

Guidelines for Section I:

- Submissions for Section I (Table 1, Table 2, and Statement 1) should be 10 to 12 pages.
- Bulleted, succinct descriptions of major initiatives and strategies are ideal.

Section I - Table 1: Reporting of Institutional Goal 1

<p><b>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b></p> <p>Timeline for meeting goal within the diversity plan: _____ June 2019 _____</p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p><b>FACULTY: OFFICE OF THE PROVOST</b></p>			
<p>Administrative Staff, Office of the Provost: Assistant Vice President for Diversity &amp; Inclusion, AVPDI – AVPDI has primary responsibility for researching, developing, and implementing programs and initiatives to support TU’s ability to attract and retain a diverse faculty body and to foster welcoming and inclusive climates in TU’s classroom and academic workplace by developing and facilitating diversity and equity educational seminars within the Division of Academic Affairs.</p>	<p>Tracking faculty diversity hires and retention using TU’s annual Affirmative Action Plan data.</p>	<p>All colleges showed positive change in minority representation in tenured and tenure track positions, see <b>Appendix A.</b></p>	<p>College of Health Professions has slight underrepresentation for minorities.</p>
<p><b>Hiring:</b></p>			
<p><b>Search Committee Training</b> – Training heightens awareness of, and shares methods to mitigate, implicit bias as well as discusses fair and non-discriminatory procedures for ensuring equity.</p>	<p>Frequency of training</p>	<p>Training conducted for 40% of faculty search committees.</p>	<p>Increase percentage of faculty search committee training</p>

<p><b>Outreach Plan Requirements</b> – Specific steps are required to ensure that the faculty employment opportunities are shared broadly to increase diversity of applicant pools.</p>	<p>Submission rate of required documentation</p>	<p>100% compliance</p>	
<p><b>Increased Outreach Resources:</b>  <i>a. Ph.D. Project</i> - Institutional membership provides access to diverse applicants in business disciplines.  <b>Minority Post Doc</b>- Institutional membership provides access to pool of potential applicants from diverse backgrounds for faculty searches across all academic disciplines.</p>			<p>Establish metrics</p>
<p><b>Follow-up after search completion</b> – AVPDI meets with search committee chair following completion of search process to discuss strengths and challenges of the process. Practices noted to be effective in recruiting diverse faculty are shared across Academic Affairs.</p>			<p>Establish metrics</p>
<p><b>Prospective Faculty Portal</b>- Website highlights TU’s diversity initiatives and resources for the purpose of attracting diverse candidates to faculty employment opportunities.</p>	<p>User satisfaction</p>	<p>Website launched six months ago.  Data collection: Use focus groups to start fall 2018</p>	
<p><b>Faculty Recruitment Brochure</b> – A brochure is under development to serve as an outreach tool for use during conferences and meetings to attract potential faculty from diverse backgrounds to TU’s faculty employment opportunities.</p>	<p>User satisfaction</p>	<p>Implementing summer 2018 will solicit satisfaction from deans and chairs spring 2019</p>	
<p><b>Proposed Programs</b> (awaiting funding):  <i>a. Opportunities Hires Program:</i> Program would afford TU increased flexibility in faculty hiring for the purpose of increasing diversity of tenured and tenure-track faculty body.</p>	<p>Awaiting funding   Awaiting funding</p>		

<p><b>Faculty Recruitment Incentive Program:</b>  Program would provide TU with ability to “Grow Our Own” diverse faculty by providing support and incentives to successfully advance to tenure-track faculty positions, particularly in areas where national availability of diverse candidates is low.</p>			
<p><b>Proposed Initiatives</b> (under review by ART document review committee):</p> <p><b>a. Revised Faculty Hiring Procedures –</b>  Revised hiring procedures will require additional documentation, including rationale, for the disqualification of any applicants for faculty positions.</p> <p><b>Proposed Inclusion Advocate –</b> Following completion of required training on implicit bias and methods for fostering inclusion, advocates will serve on faculty search committees as Inclusion Advocates.</p>	<p>Under review</p> <p>Under review</p>		
<p>Retention:</p>			
<p><b>National Center for Faculty Development &amp; Diversity, NCFDD –</b> NCFDD institutional membership provides relevant professional development training and reliable and confidential support to TU’s enrolled faculty members.</p>	<p>Usage rates</p>	<p>Institutional subaccounts continued to increase to 233. Total active sessions for current membership year 292. 29 faculty members participated in 14-day writing challenge.</p>	
<p><b>Faculty &amp; Staff Affinity Groups –</b> TU Affinity Groups membership provides opportunities for faculty and staff to meet and connect with individuals from their social identify groups.</p>	<p>Activity level &amp; participation rates</p>	<p>Each of TU’s 5 Faculty and Staff Affinity Groups hosted 4 meetings per academic semester.</p>	<p>Measure participation rates</p>
<p><b>Inclusive Community Building -</b> fostering supportive faculty communities:</p> <p><b>Diversity Faculty Fellows, DFF –</b>  Selected faculty fellows find community within their DFF group and are able to</p>	<p>Retention of faculty</p>	<p>Over 3-year period, 26 participants, 1 individual left TU = 96% retention rate</p>	

network with all of the program's previous fellows.			
<b>Provost Faculty Fellow for Diversity &amp; Inclusion, PFDI</b> - PFDI assists with efforts to diversify student and faculty body and foster an inclusive and respectful campus community.	Professional development opportunity  Retention of faculty	Both participants remain at TU and have increased leadership roles	
<b>DIVISION OF STUDENT AFFAIRS</b>			
<p>Mission: The Division of Student Affairs strives to create transformative learning experiences that are pivotal in students' education and identity development.</p> <p>Diversity Goal: Develop an inclusive campus community and cultural fluency.</p> <p>The Division of Student Affairs encompasses Campus Life, Campus Recreation Services, Career Center, Center for Student Diversity, Civic Engagement &amp; Social Responsibility, Counseling center, Disability Support Services, Fraternity &amp; Sorority Life, Health Center, Housing &amp; Residence Life, Military &amp; Veterans Center, New Student &amp; Family Programs, Student Activities, Student Conduct &amp; Civility Education, Student Success Programs, and TU in Northeastern Maryland (TUNE)</p>			
Recruitment:			
	Incorporate hiring practices that recruit a diverse pool of candidates beyond traditional recruiting practices at the time of the next vacancy	Comparison data prior to and before diversity & inclusion practices	Development and refinement of specific outreach plans for targeted populations and skill sets

	<p>Create a culture of service by holding events that connect students to local organizations and campus resources by collecting basic demographic data from participants in civic engagement to establish a baseline with a goal of 25% male representation on each trip</p>	<p>Conduct Pre &amp; post surveys for participants, question asking what their role is in contributing to and addressing the social issue addressed on the trip</p> <p>Stimulate student learning of service experiences by engaging a greater diversity of students in service-increase from 19% to 24% male participation</p>	<p>75% of participants effectively communicate the organizations' mission</p>
	<p>Increase the numerical representation of students with disabilities by 5% next year through recruitment</p>	<p>Attended all open houses, TU4U events, and all orientation sessions for incoming freshmen and transfer students</p> <p>Provided presentations on Disability Support Services to faculty and staff. In 2017, 282 faculty and staff attended 18 DSS presentations.</p> <p>2017-18 registered students with DSS last year was 1,890, representing a 7% increase over the previous year and a 29% increase over three years <b>(see Appendix B).</b></p>	<p>Continue to track cohorts of DSS freshmen along with all TU freshmen, as well as cohorts of DSS transfer students along with all TU transfer students. OIR expects that the data will increase in accuracy over the years as more students are tracked in PeopleSoft. (PeopleSoft data only became available in 2006.)</p>
Retention:			
	<p>Retain and graduate traditionally</p>	<p>The within 4-year graduation rate for DSS transfer students</p>	<p>Overall average data shows graduation rates for incoming</p>

	<p>underrepresented students with disabilities by:</p> <p>Tracking and maintaining graduation rates for DSS incoming freshmen</p> <p>Tracking and maintaining graduation rates for DSS incoming transfer students</p>	<p>is 68% as compared to 70% for all TU students.</p> <p>The within 5-year graduation rate for DSS transfer students is 72% as compared to 74% for all TU students.</p> <p>The within 6-year graduation rate for DSS transfer students is 74% as compared to 75% for all TU students.</p>	<p>fall DSS transfer students lag slightly behind for all incoming fall transfers. Will review and incorporate measure to narrow the time.</p>
	<p>Track participation in diversity programming in Greek 101 training for all new members</p>	<p>Number of programming events, participants, and understanding (comprehension surveys)</p>	<p>Collaborate with on-campus entities including the Council Diversity Chairs to update the chapter social justice curriculum presented by the chapter diversity chairs</p>
	<p>Foster a diverse and inclusive on-campus environment by tracking participation in diverse cultural and educational programming for residents to gain an appreciation of experiences outside of students' normal paradigm</p>	<p># of diverse programming efforts and utilization via post-surveys</p> <p>The Peer Educators will conduct programs and activities specifically geared toward broadening residents' multicultural awareness, as well as their understanding and appreciation of the differences between people.</p>	<p>Strengthening practices and supporting services to diverse student populations</p> <p>Implementing HRL resources devoted to supporting dialogue and action surrounding issues of diversity through the</p>

		ICC will focus on encouraging and training staff to do the same	Equity Think Tank, ICC Summit, and Peer Educator Program.
	Structure the transfer orientation program for summer 2018 (including 11 New Student Orientation sessions and Welcome to TU) and winter 2019 (including 8 New Student Orientation sessions) so that 75% of incoming transfer students or their family members have the ability to attend at least one session where they learn about: Title IX, the Center for Student Diversity, Campus Safety, and the Health Center	Implement cultural competency training in the June 2018 Orientation Leader training	<p>Implement cultural competency training for all NSFP staff including professional staff, interns, Student Directors, and Orientation Leaders by summer 2018:</p> <p>Complete IDI with NSFP professional staff during spring 2018</p> <p>Explore possibility of implementing IDI with 6 Student Directors and 60 Orientation Leaders by May 2018</p> <p>Facilitate transfer orientation so that students have the ability to learn about key campus resources that make them aware of what it means to be a responsible student</p>



			in Towson University's diverse community:

Section I - Table 2: Reporting of Institutional Goal 2

<p><b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b></p> <p>Timeline for meeting goal within the diversity plan: _____ June 2019 _____</p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p><b>OFFICE OF THE PROVOST:</b></p>			
<p><b>Intergroup Dialogue, IGD</b> – IGD is a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build bridges across group differences. Faculty and staff members serve as IGD facilitators. (summer 17, fall 17 and spring 18)</p>	<p>Participation rates</p>	<p>Facilitators trained: 18 Faculty facilitating: 9 Staff facilitating: 9 Student participants: 114</p>	<p><b>Intergroup Dialogue, IGD</b> – IGD is a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build bridges across group differences. Faculty and staff members serve as IGD</p>

			facilitators. (summer 17, fall 17 and spring 18)
<p><b>Council of Chairs Equity and Inclusion Sub-Committee</b> – AVPDI has brought resources to sub-committee to foster institutional transformation in support of diversity and inclusion. Sub-committee invited AVPDI to bring inclusion and equity resources and discussions regarding hiring procedures, retention practices and classroom and workplace climate to the entire Council of Chairs.</p>	<p>Requested AVPDI’s participation 2016-2017</p>	<p>Re-invited AVPDI’s participation in 2017-2018</p>	<p><b>Council of Chairs Equity and Inclusion Sub-Committee</b> – AVPDI has brought resources to sub-committee to foster institutional transformation in support of diversity and inclusion. Sub-committee invited AVPDI to bring inclusion and equity resources and discussions regarding hiring procedures, retention practices and classroom and workplace climate to the entire Council of Chairs.</p>
<b>DIVISION OF STUDENT AFFAIRS</b>			
	<p>Results of the Intercultural Development Inventory (IDI) in facilitated discussions, retreats, and workshops utilizing an external facilitator</p>	<p>Retreats/workshops: 1-2 per semester with the directors</p>	<p>Lessons learned will be brought back to perspective staff to incorporate within daily conversations and work</p>
	<p>Track user access to a series of webinars, including: Autism on Campus, Career Services for Today’s Military Students &amp; Families, Transforming the</p>	<p>Number of GAs and Peer Advisors taking IDI assessment and webinars</p>	<p>Invest in field-specific education and training on diversity and inclusion for staff</p>

	<p>Trajectory – African-American Males Navigating Career Services, Recognizing Microaggressions, Filling the Gap – Rutgers Diversity Showcase, GMU Moving from Diversity to Inclusion</p>		<p>Provide educational programming for employers around equity, diversity and inclusion by providing two workshops in conjunction with the 2018 Spring Mega Job &amp; Internship Fair (“The Power of Organizational Inclusion: Moving beyond Diversity” and “Employing Veterans”)</p>
	<p><b>Participation #'s</b></p>	<p>Participation surveys for Cultural Competence programming</p>	<p>Support to the campus including the workshop on White Privilege by Mollie Herman, Lilian Odera, and Shudarshna Gupta was quite successful, leading not only to presentations at TU in Student Affairs, but also to another local University Counseling Center, to a presentation explaining while conducting the program at the Association of Counseling Center</p>

			Training Agents (ACCTA)
	<p>Maintain collaboration with TU Office of Institutional Research (OIR) for longitudinal study tracking the 4-year, 5-year and 6-year graduation rates for Freshmen, full-time degree-seeking DSS-registered students as compared with all TU first-time full-time degree-seeking students.</p> <p>Maintain collaboration with TU Office of Institutional Research for longitudinal study tracking within the 4-year, 5-year and 6-year graduation rates for Transfer, full-time degree-seeking DSS-registered students as compared to comparable transfer students who registered with DSS in their first term.</p>	4-6 year comparison graduation rates	<p>Include Universal Design for Learning (UDL) in DSS presentations to faculty to encourage course design that meets the needs of students with disabilities and other diverse learners. UDL will be addressed in a minimum of 15 presentations to faculty during the coming year.</p>
	Participation rates in continuing the Multicultural Lab in counseling to assist with learning about colleagues more deeply as well as practicing inquiring sensitively about cultural issues	Re-advertise use of Multicultural Lab participation	
	Participation rate and activity level of streamed, recorded, film rental or social media selected Diversity Programs		Increase opportunities for TUNE students to engage with diverse populations

	from TU Main Campus to TU Northeast campus (TUNE)		Explore opportunities to work with disadvantaged populations in Harford & Cecil Counties
--	---	--	--

Section I - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

**Reporting Campus-based Hate Crimes / Clery**

TU utilizes a form as a uniform method to document the “What, When & Where” of certain reportable crimes and/or non-criminal hate motivated incidents that have occurred and have been reported to Campus Security Authorities (CSA) other than the Towson University Police Department.

TU has defined a Hate Crime as “a criminal offense committed against any person or property which is motivated, in whole or in part, by the offender’s bias. Clery reportable hate motivated crimes include Murder, Manslaughter, Sex offenses, Robbery, Aggravated Assault, Simple Assault, Intimidation, Burglary, Motor Vehicle Theft, Destruction of Property, Theft and Arson.”

Although there are many possible categories of bias, under Clery, only the following categories are reported: Race, Gender, Religion, Sexual Orientation, Sexual Identity, Ethnicity/National Origin, and Disability.

For the purpose of Clery, CSAs are required to document certain reportable crimes and non-criminal hate motivated incidents that have been reported to them and occurred in the following locations:

1. On-campus property, On-campus residential life buildings, Non-campus property (property or building owned or controlled by the university that is frequently used by students and is not within the same reasonably contiguous geographic area of the institution, or any building/property that is owned or controlled by a student organization that is officially recognized by the university.); and Public property located immediately adjacent to and accessible from campus (includes thoroughfares, sidewalks, streets, and lands).

Certain individuals, specifically pastoral and professional counselors, are exempted from this requirement to report certain crimes. However, to be exempt from disclosing reported offenses, pastoral and professional counselors must be acting in the role of pastoral or professional counselors.

## APPENDIX A – Faculty Minority Representation

**Report Reflecting Change of Minority Representation –  
Tenured / Tenure Track Faculty by College  
TU’s Affirmative Action  
2016 & 2017 Plan Data**

College	Affirmative Action Plan Year	Percentage of Minority Representation – Tenured/Tenure Track	Percentage Change
College of Business & Economics	2016	43.32%	
	2017	44.62%	<b>+ 1.20%</b>
College of Education	2016	20.31%	
	2017	21.21%	<b>+ .90%</b>
College of Fine Arts & Communication	2016	17.59%	
	2017	22.03%	<b>+ 4.44%</b>
College of Health Professions	2016	15.60%	
	2017	17.92%	<b>+2.32%</b>
College of Liberal Arts	2016	16.11%	
	2017	18.95%	<b>+ 2.84%</b>
Fisher College of Science & Mathematics	2016	30.22%	
	2017	32.39%	<b>+2.17%</b>

## APPENDIX B – DSS Student Registration

### # Students Registered with DSS 3-Year Trend

Year	DSS-Registered Students	Percentage Increase from the Previous Academic Year	Total Percentage Increase Over 3 Years
2014-15	1528	--	--
2015-16	1664	9%	--
2016-17	1774	7%	--
2017-18	1890	7%	24%



## APPENDIX C – Institutional Plan for a Program of Cultural Diversity

### 1. Increase tenured and tenure-track black faculty and retain them by 10% by 2018.

*Status: ON TRACK*

#### HIRING

- Implemented an outreach process that requires the development and approval of an Outreach Plan for all tenured or tenure track faculty searches. We continue to review and seek effective institutional outreach resources. Most recently, membership with The PhD Project was secured to provide access to pools of prospective faculty of color.
- Revisions to hiring procedures that include additional checkpoints in the search process are under review. Training is provided for faculty search committees that includes information related to best practices before, during, and following the search. Emphasis is placed on the establishment of a fair and equitable search process. Awareness, and avoidance, of implicit bias is discussed. Following search completion, debriefs have begun with the goal of identifying and documenting the most effective methods for recruiting and hiring faculty of color.
- Developing dedicating resources for the purpose of improving our outreach to prospective faculty of color. A web portal that highlights TU's faculty diversity initiatives and resources is being developed as a marketing tool for prospective faculty. Faculty vacancy announcements will be posted on the prospective faculty web page. A brochure is under development that will serve as an outreach tool for use during conferences and meetings to attract potential faculty of color to TU's faculty employment opportunities.
- Increased our support for academic department chairs and are emphasizing their vital leadership role as it relates to diversity and inclusion. Areas for impact include, but are not limited to, recruitment, retention, climate, curriculum, research, and student development. Working with the Council of Chairs Subcommittee on Equity and Inclusion we are bringing relevant resources to facilitate institutional transformation.
- Developed an Inclusion Tool Kit and made the resources available on the Office of the Provost website. Resources located within the tool kit support TU's faculty recruitment and retention goals.
- Currently in the final stages of development of TU's Faculty Recruitment Incentive Program (FRIP). FRIP, a pipeline program, is designed to increase diversity within the faculty body by placing selected individuals in tenure track positions. FRIP promotes the professional development of underrepresented faculty by facilitating the initialization and completion of graduate work and other appropriate academic pursuits leading to a terminal degree and/or conducting research in their discipline.

## Retention

- TU's diversity initiatives and resources are highlighted during the initial meeting of new faculty orientation. The orientation program includes periodic meetings throughout the new faculty member's first academic year. Resources and programming are provided for new faculty members during these meetings.
- We are supporting the development of communities of care through the networking and collaboration that is take place for TU faculty participating in our diversity programs. TU's Diversity Faculty Fellows Program (DFF) provides selected faculty members with opportunities to infuse diversity into existing curriculum, create models to improve classroom dynamics in support of social justice, or identify and implement strategies to enhance institutional practices to support and affirm a campus culture that values equity, diversity and inclusion. Through sustained monthly dialogues, the DFF program offers ongoing opportunities for faculty networking and collaboration. TU's Multiculturalism in Action monthly lunch gatherings afford faculty members with opportunities to share information and gather feedback from the TU community regarding their scholarship. This program has brought together 20 faculty members that are committed to expanding diversity and inclusion at TU and has fostered the formation of a community of supportive scholars. TU's academic Intergroup Dialogue Program (IGD) delivers for-credit opportunities for students to participate in multi-week dialogues to come together across social identify differences. IGD faculty facilitators have established a supportive network that encourages faculty retention.
- Focus groups with faculty have been conducted for the purpose of discussing and gathering tools for faculty success at TU. Faculty members shared information regarding what resources and support systems that were most impactful in relation to securing their tenure and promotion.
- As a result of extremely positive feedback from faculty members, TU's membership with the National Center for Faculty Development and Diversity (NCFDD) is being renewed for next academic year. NCFDD provides resources and programming that support faculty success. A total of 226 individuals have registered and are taking advantage of the resources available through TU's NCFDD membership.
- In the final stages of developing TU's Faculty Exit Interview Process, designed to offer multiple reporting options for the purpose of increasing response rates. Faculty members may choose to respond in person, via telephone, and/or online. Data gathered from exit interviews will be shared in aggregate form and utilized to inform future programming.

## **2. Require the president to work with the provost to ensure that every college or department has one meeting per semester dedicated to cultural competency content approved by a student representative that works in the CDSO.**

*Status: ON TRACK*

- Each college's Diversity Action Committee or College Council develops annual training; the colleges and department chairs have established that at least one meeting per fall and spring term will be devoted to cultural competency.
- The Diversity Faculty Fellows Program, established in 2015, gives selected faculty members the opportunity to infuse diversity into their existing curriculum, create models to improve classroom dynamics in support of social justice, or identify strategies to enhance institutional practices. This allows faculty to research ways to enhance diversity and inclusiveness while actively examining their effectiveness in practice. Five fellows were selected for the 2015-2016 academic year; 11 fellows were selected for the 2016-2017 academic year; and 10 fellows have been selected for the 2017-2018 academic year.

- The Center for Student Diversity now includes a position for associate director for Cultural Competency Education to help develop educational models and opportunities for cultural competency training for students and for the Division of Student Affairs. The associate director is also available to consult on and/or review college-based programs as requested.
- The Office of Inclusion and Institutional Equity includes a position that will coordinate education, training and programs on cultural competency for the university.

**3. Advocate for IFC fraternities and Pan-Hellenic sororities to have a diversity chair who will promote diversity within their respective organizations and interact with multicultural organizations on campus.**

*Status: COMPLETED*

- Ninety-five percent of the councils and chapters have a diversity chair. Diversity chairs are trained on cultural competency by staff from the Center for Student Diversity and are given facilitator training by staff from Fraternity and Sorority Life in order to execute the Greek Life Social Justice training module. Fraternity and Sorority Life worked in close collaboration with the Center for Student Diversity to develop the year-long training module which includes Intro to Social Justice, Identity Development, Current Vocabulary and Language, How to Be an Ally/Commitment to Being an Ally, Chapter Values Alignment with Social Justice Principles, and Developing Culturally Competent Programs.
- All new member orientations and Greek summits will now include a module on identity and inclusion.
- In spring 2017, 48 social justice programs sponsored by Greek organizations were reported to the Office of Fraternity and Sorority Life.

**4. Send a letter to the president of USM Student Council regarding the review and termination of the contract, vrending, and purchasing of appliances, tools, furniture and any other items produced within Maryland state and federal prisons. Given the status of the prison-industrial complex and the criminalization of black bodies, along with the school-to-prison pipeline, we find it problematic that we finance the same institution that profits off of black bodies.**

*Status: COMPLETED*

- Provost Chandler, while still interim president, sent the letter to the USM Student Council president. The Maryland legislature mandates that USM institutions purchase items from Maryland Correctional Enterprises. Any Maryland resident may communicate to legislators an opinion or position on this matter.

**5. Advocate to require the SGA to maintain communication with the diverse organizations and their leaders on campus through physical contact, wherein bills and policies that will affect the black student body will be made known and aware to them.**

*Status: COMPLETED*

- The Student Government Association (SGA), through the assistant director of Diversity Outreach, established a core advisory board comprised of eight students from diverse, inclusive backgrounds. Students were recommended to serve based on their interest and

involvement in diversity and social justice issues. The board is intended to bridge the gap between SGA and student organizations that represent diverse backgrounds, and to inform SGA about issues related to campus climate and make recommendations for programming.

- The SGA conducted a survey of all student groups to better understand the effectiveness of senators' outreach to their assigned groups. As a result of the survey, the SGA has implemented a new system of accountability for senators.
- The SGA has created a series of diversity-related programs including those relating to Black History Month, Women's History Month, the impact of student activism in the TU community, and other relevant occasions and subjects.
- SGA & the Department of Housing & Residence Life hosted CultureCon on April 7 to highlight, through students and student organizations, a wide variety of cultures and promote multicultural exchange. More than 250 students attended.
- In early August, the Division of Student Affairs assisted with the planning and support of the inaugural Ujima Retreat. The program, coordinated by the Black Student Union president, was designed to build unity across the various black student organizations. About 60 students attended.
- During the 2016-2017 academic year, the SGA established *Be Heard Town Hall* forums to promote transparency, build cultural understandings, and foster collaboration. Due to low student attendance, future forums will be offered as needed.

**6. Require the University Diversity Council and other institution-wide diversity committees to have diverse (including multi-cultural) representation on the committee that reflects the underrepresented cultures of the student body.**

*Status: COMPLETED*

- The Vice President for Inclusion and Institutional Equity will be charged with reviewing this structure and making strategic recommendations for improvements or modifications, if needed. The new vice president will be tasked with strategic vision for the design, promotion, and delivery of best practices in diversity, inclusion and cultural competency efforts across campus.
- The Vice President for Inclusion and Institutional Equity will be developing a five-year strategic plan for Towson University.
- The Diversity Action Committee and its hate/bias work group are comprised of diversity-related group representatives.

**7. Set an expectation to diversify the representation of the committees determining tenure at Towson University and require college deans to report on their efforts and results. Such efforts could include but are not limited to: Encourage students to complete course evaluations in course syllabi; invite student feedback for pending tenure cases; provide the opportunity for faculty tenure candidates to identify an advocate to serve on any level of their choosing in the tenure process.**

*Status: COMPLETED*

- In addition to existing efforts via Blackboard and campus email each term, we have expanded marketing-related efforts to increase participation in course evaluations through messages in social media, T3, the Towerlight, and digital signage throughout campus. Housing & Residence Life also posted reminders throughout residence halls. We also developed an app through which course evaluations can be completed.

- We have shared copies of Promotion, Tenure, Reappointment and Merit (PTRM) documents with two of the student leaders involved in establishing these 12 goals, and offered to meet for review. The vice provost will continue to be available to answer questions about this document
- The Appointment, Rank and Tenure (ART) Document Revision Committee includes a student to provide input into potential changes to the document.
- We've reminded deans, chairs and departmental PTRM chairs that their faculty have the option of securing an external reviewer for their tenure review.

**8. Advocate for the director positions in the SGA to be elected by the people of this university instead of appointed, hired and/or interviewed by the president. The diversity chair is a direct representative of the minority students and should be elected directly by and for minority students.**

*Status: COMPLETED*

- After working with the Council of Diverse Student Organizations (CDSO) and others to identify new approaches, the SGA has amended its constitution to include a call for applications to the position. The CDSO will screen those applications and recommend an individual for appointment to the chair position. While this is an appointment rather than an election, the SGA included the CDSO in the process to ensure that representative consideration on matters of diversity will be considered.

**9. Return the Towson University Debate Team to a traveling debate team as soon as possible and no later than fall 2016. The Debate Team is an intellectual fixture in the Towson University black community where black students have been nationally successful and active contributors to bringing justice to black people at this institution.**

*Status: COMPLETED*

- The Debate Team participated in some national travel as its handbook was finalized last spring to outline policies and procedures on expectations for participation. The team attended CEDA in spring 2016.

**10. Honestly and strictly enforce the university's policies on non-discrimination. Proactively work to create a marketing campaign to educate and communicate our hate/bias procedures and response. Distribute a public statement on Towson University's response on those issues when they occur. Publicly. The mental and emotional health of this university's black students across all intersections need to be taken as seriously as their physical health.**

*Status: COMPLETED AND ONGOING*

- A collaborative university-wide group established the hate/bias procedures that were adopted in spring 2016, and a campaign led by the SGA called #NotAtTU promoted awareness and understanding of those procedures to encourage reporting. The #NotAtTU initiative included a marketing campaign, created by students in the Division of University Marketing & Communications Student Agency.

While the SGA led student-centered approaches, the Office of the Provost supported and promoted the procedures for faculty, and Housing & Residence Life supported it in residence hall postings.

- Over the summer, a work group chaired by the assistant vice president for Student Affairs/Diversity and comprised of faculty, staff, students and administrators reviewed the hate-bias procedures for effectiveness and clarity, and made updates the group deemed necessary.
- The Housing & Residence Life “Guide to Community Living” brochure has been updated to reflect the value of inclusive and welcoming communities and the ways to report hate/bias incidents. These will be distributed to every student in fall 2016.
- The provost fellow for Diversity and Inclusion position was established to support efforts to diversify the faculty and student body, and to assist in efforts to create a more inclusive and respectful campus community. The first provost fellow served during the 2015-16 academic year.
- The Provosts’ and Deans’ Council retreat in summer 2016 focused on diversity to advance understanding and progress in non-discrimination. This included an in-depth discussion of awareness of self-identity and privilege to help in understanding the impact of that perspective on one’s own actions and reactions. It also included a discussion of cultural competency, particularly in identifying and setting goals for diversity, equity and inclusion. Training on systematic racism and implicit bias was provided during the fall 2017 Provosts’ and Deans’ Council retreat.
- As of summer 2016, the Office of the Provost now includes an assistant vice president for Diversity & Inclusion to support institutional and divisional goals.
- Housing & Residence Life partnered with the Center for Student Diversity to provide development in diversity for professional and resident assistant staff.
- Orientation leaders were trained to facilitate discussions on inclusion.
- First-year students participated in an orientation program that addressed stereotypes and hidden bias.
- The Division of Student Affairs participated in a staff development program in which each staff member examined their own strengths and weaknesses with respect to diversity and inclusiveness. The program also provided best practices for diversity and inclusiveness, and included planning for initiatives in the 2016-17 academic year.
- Established the assistant vice president for Diversity & Inclusion position in the Office of the Provost to lead efforts to diversify the faculty and staff of the Division of Academic Affairs and student body, and to oversee efforts to create a more inclusive and welcoming campus climate, particularly in TU’s classrooms and the division’s work environments.
- Students and other TU community members can find information on publicly posted monthly reports of hate and bias incidents on the NotAtTU web page. Click on Monthly Reports for Hate Crimes and Bias Incidents, which is found below the definitions of hate and bias incidents.

## **NEXT STEPS**

- All efforts at minimizing hate/bias incidents and publicly posting reports are ongoing.

### **11. Require that policing practices be equitable for black events and white events alike.**

*Status: COMPLETED*

- In summer 2015, a committee of administrators reviewed and revised the process for staffing student events. A writing group rewrote the policy, specifically addressing late night parties and complex event policy. As a result, all similar events are required to use the same support and enforcement.
- In summer 2016, the committee developed the TU Student Guide to Planning Events to increase transparency and better inform students about policies and procedures associated with event planning.
- During the 2016-2017 academic year, the Center for Student Diversity conducted a series of dialogues and workshops with Towson University Police Department (TUPD) focusing on equitable policing practices and community building between TUPD and students of color. The engagement with TUPD helps to ensure open communication and understanding between TUPD and students of color.
- In summer 2017, an e-learning video was created to train key representatives from student organizations wishing to reserve event and meeting space through Event & Conference Services. The video is designed to help students better understand policies and procedures associated with room requests and reservations.

**12. Advocate for the establishment of a course requirement in American race relations for students by meeting with the necessary and appropriate entities (such as the Curriculum Committee, University Senate, MHEC, USM, etc.).**

*Status: ONGOING*

The Core Curriculum Revisions Task Force Recommendation #4 was to examine Core 11 as the most plausible place within the Core Curriculum where Race in America might be addressed as a theme. During the 2017-2018 academic year a task force was assembled to examine the feasibility of including Race in America as a major theme of Core 11 (U.S. as a Nation). The review was conducted and the task force concurs that Core 11 is the appropriate designation for Race in America. Preliminary recommendations from the task force and tentative implementation plan and timeline were shared at University Senate in February 2018. In fall 2018, a small sub-task force will be assembled comprised of one representative from each department with courses in the category to examine next steps.

## APPENDIX D – Demographic Data (attachment)



### Race/Ethnicity for Undergraduate Students

Race / Ethnicity	Baseline: 2008-2009				Baseline: 2010-2011				2015-2016*			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,014	12	638	1,376	2,188	12	738	1,450	3,362	18	1,168	2,194
American Indian or Alaska Native	68	0	26	42	63	0	24	39	27	0	9	18
Asian	738	4	327	411	705	4	309	396	1,012	5	447	565
Hispanic/Latino	456	3	179	277	608	3	201	407	1,218	6	483	735
White	11,897	69	4,878	7,019	12,029	69	4,951	7,078	11,515	61	4,762	6,753
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	7	0	3	4	20	0	9	11
Two or more races	N/A	N/A	N/A	N/A	167	1	60	107	814	4	304	510
Did not self identify	1,568	9	628	940	1,246	7	503	743	566	3	226	340
Foreign	531	3	282	249	516	3	276	240	332	2	180	152
<b>Total:</b>	<b>17,272</b>	<b>100</b>	<b>6,958</b>	<b>10,314</b>	<b>17,529</b>	<b>100</b>	<b>7,065</b>	<b>10,464</b>	<b>18,866</b>	<b>100</b>	<b>7,588</b>	<b>11,278</b>

### Race/Ethnicity for Graduate Students

Race / Ethnicity	Baseline: 2008-2009				Baseline: 2010-2011				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	436	11	93	343	532	12	146	386	384	12	105	279
American Indian or Alaska Native	10	0	4	6	28	1	13	15	1	0	0	1
Asian	103	3	38	65	125	3	47	78	107	3	42	65
Hispanic/Latino	58	2	18	40	75	2	28	47	85	3	26	59
White	2,419	63	527	1,892	2,778	64	639	2,139	2,026	63	529	1,497
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	3	0	1	2	2	0	0	2
Two or more races	N/A	N/A	N/A	N/A	19	0	4	15	73	2	25	48
Did not self identify	625	16	206	419	463	11	174	289	384	12	98	286
Foreign	188	5	80	108	288	7	154	134	173	5	89	84
<b>Total:</b>	<b>3,839</b>	<b>100</b>	<b>966</b>	<b>2,873</b>	<b>4,311</b>	<b>100</b>	<b>1,206</b>	<b>3,105</b>	<b>3,235</b>	<b>100</b>	<b>914</b>	<b>2,321</b>

### Race/Ethnicity for All Students

Race / Ethnicity	Baseline: 2008-2009				Baseline: 2010-2011				2015-2016*			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,450	12	731	1,719	2,720	12	884	1,836	3,746	17	1,273	2,473
American Indian or Alaska Native	78	0	30	48	91	0	37	54	28	0	9	19
Asian	841	4	365	476	830	4	356	474	1,119	5	489	630
Hispanic/Latino	514	2	197	317	683	3	229	454	1,303	6	509	794
White	14,316	68	5,405	8,911	14,807	68	5,590	9,217	13,541	61	5,291	8,250
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	10	0	4	6	22	0	9	13
Two or more races	N/A	N/A	N/A	N/A	186	1	64	122	887	4	329	558
Did not self identify	2,193	10	834	1,359	1,709	8	677	1,032	950	4	324	626
Foreign	719	3	362	357	804	4	430	374	505	2	269	236
<b>Total:</b>	<b>21,111</b>	<b>100</b>	<b>7,924</b>	<b>13,187</b>	<b>21,840</b>	<b>100</b>	<b>8,271</b>	<b>13,569</b>	<b>22,101</b>	<b>100</b>	<b>8,502</b>	<b>13,599</b>

\* 2015 fall enrollment data were revised in September 2016

Prepared By: TU Institutional Research: ka - 5-16-2018

Source: EIS, EDS

Race/Ethnicity				
Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	25	4	5	20
American Indian or Alaska Native	1	0	1	0
Asian	61	11	39	22
Hispanic/Latino	14	2	5	9
White	446	80	236	210
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	5	1	3	2
Foreign	9	2	4	5
<b>Total:</b>	<b>561</b>	<b>100</b>	<b>293</b>	<b>268</b>

Race/Ethnicity				
Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	50	5	18	32
American Indian or Alaska Native	4	0	1	3
Asian	26	3	15	11
Hispanic/Latino	15	2	4	11
White	814	87	364	450
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	17	2	5	12
Foreign	5	1	2	3
<b>Total:</b>	<b>931</b>	<b>100</b>	<b>409</b>	<b>522</b>

\*Includes Lecturers, Senior Lecturers, Clinical, Visiting, and Adjunct Faculty

Race/Ethnicity				
Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	75	5	23	52
American Indian or Alaska Native	5	0	2	3
Asian	87	6	54	33
Hispanic/Latino	29	2	9	20
White	1,260	84	600	660
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	22	1	8	14
Foreign	14	1	6	8
<b>Total:</b>	<b>1,492</b>	<b>100</b>	<b>702</b>	<b>790</b>

Prepared By: TU Institutional Research: ka - 5-16-2018

Source: EIS, EDS

Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	247	17	107	140
American Indian or Alaska Native	3	0	2	1
Asian	28	2	7	21
Hispanic/Latino	17	1	11	6
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
White	1,161	79	485	676
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	16	1	4	12
Foreign	1	0	0	1
<b>Total:</b>	<b>1,473</b>	<b>100</b>	<b>616</b>	<b>857</b>

Prepared By: TU Institutional Research: ka - 5-16-2018

Source: EIS, EDS

Note: Staff numbers do not include instructional staff (faculty) or graduate assistants.

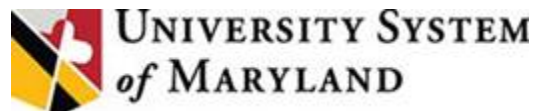
**THIS PAGE IS INTENTIONALLY LEFT BLANK**



**2017-2018**

**INSTITUTIONAL PROGRAMS OF CULTURAL  
DIVERSITY  
ANNUAL PROGRESS REPORT**

**SUBMITTED TO**



**DATE SUBMITTED: JUNE 15, 2018**

**POINT OF CONTACT: DARLENE BRANNIGAN SMITH, PH.D.  
EXECUTIVE VICE PRESIDENT AND PROVOST**

## Section I: Progress Report – Goal I

### Section I - Table I: Reporting of Institutional Goal I

**Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.**

Table I

Timeline for meeting goal within the diversity plan: 2018-2023														
Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed											
Wide array of programs and services that are provided to students.	Retention and Graduation Rates: First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall Semester.  Total Enrollment of Diverse Students	Retention and Graduation Rates										More intentional and focused tracking and assessment of initiatives. While the tracking of First-Time, Full-Time Students in our calculation, we do track diversity at all levels, given the entering cohort represents a small number of students (less than 250 students any given year)  Total Enrollment diversity has remained stable from 2017.		
		Cohort Year	Year	2007	2008	2009	2010	2011	2012	2013	2014		2015	2016
		Retention Rates	2-Year	69%	82%	77%	78%	73%	67%	79%	71%		72%	68%
		<b>Underrepresented</b>			<b>UG</b>		<b>GRAD</b>		<b>Law</b>		<b>Total</b>			
		American Indian			0.6%		0.4%		0.3%		0.5%			
		Black			51%		49%		21%		46%			
		Hawaiian/Pacific Islander			0.6%		0.2%		0.0%		4%			
Hispanic			4%		3%		6%		4%					
Multi-racial			5%		3%		3%		4%					
Under-rep minority			61%		54%		30%		55%					
Make UB a veteran-friendly campus by promoting the academic benefits of Bob Parsons Veterans Center for military-connected students.	Establish military friendly environment by improving internal/external. Number of military-connected students at UB.	Shifted away from reliance on “Military Friendly” designation, due to Victory Media scandal. Improving Admissions and Registrations processes to ease transition of military-connected students. Success: 23 identified military-affiliated graduates in Fall 2017, 47 identified military-affiliated graduates in Spring 2018. Military-connected students at UB grew by 6.5% from 338 in Fall 2016 to 360 in Spring 2017.										Reinforcing Center usage as beneficial academically, socially and psychologically. Expanding recruiting efforts to local military bases to raise awareness of UB and the Bob Parsons Veterans Center		

### Section I: Progress Report – Goal I

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Expand outreach for city and regions growing Hispanic and Asian populations.	Expanded outreach for Hispanic Students. Partnered with Featherstone Foundation and Embassy of Mexico and increased scholarships by 4 at \$2,000 each.	Hispanic students 2.4 % in 2011. 3.9 % in 2017 and 4% in 2018 (slightly but not significantly down from 4.4 % in 2016 due to the relatively small numbers)	Expand outreach: increase in feeder community colleges: PGCC and MC as well as USG
Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
BMALE Academy for men of color. Goal of supporting students' successful matriculation towards graduation.	Increase in participation, GPA and overall retention metrics.	Grew from 45 students in Fall 15 to 72 students in Spring 18. By end of Fall 2017, the average semester GPA was 2.817; 67.7% of students ended the fall with a semester GPA of 2.5 or better, 60% had a GPA of 3.0 or higher. 87% of students return to UB after 1st semester in the BMALE Academy 85% of students return to UB after 2nd semester in the BMALE Academy 91% of students return to UB after 3rd semester in the BMALE Academy	Monitoring and intervening with under performers. Enhancing career development and developing post-graduation plans.
The Charles Hamilton Houston Scholars Program helps under-represented college freshmen/sophomores develop academic skills.	Increase law school diversity.	Increased minority students from 16% in 2007 to 30% in 2018 (a small decline from 33% in 2016)	Assess retention rates of students in program.
The Fannie Angelos' Program selects eight Baltimore Scholars from HBCUs to attend the UB school of Law with full tuition.	Increase law school diversity.	26 Fannie Angelos scholars are currently at UB. 8 selected for 2018 Baltimore Scholars Program.	Assess retention rates of students in the Baltimore Scholars Program.

### Section I: Progress Report – Goal I

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	<p># of city students in College Readiness Academy in Fall 2017</p> <p># of city students registered for dual enrollments in spring 2018.</p>	<p>63 city students participated in the College Readiness Academy (84% completed/passed).</p> <p>195 students registered for 3 credit dual enrollment course (up from 111 in 2017).</p>	Measure matriculation rate to UB, specifically, and to college in general.
Leverage B-Power initiative to expand outreach to Baltimore City students.	Number of new activities.	<p>Parent/Student info sessions for Baltimore Latin School</p> <p>Sister’s Circle SAT prep workshops</p> <p>Sister’s Circle College Send Off</p> <p>Urban Alliance Public Speaking Challenge</p> <p>Edgewood Elementary College and Career Readiness visit</p> <p>Mother Seton Academy alumni College Readiness visit</p> <p>Yleana Leadership Academy SAT workshop</p> <p>B-Power College Kick Off</p> <p>Next One Up info session</p> <p>Building STEPS health event</p> <p>Coppin Academy Parents and Students Celebration</p>	Increase in freshmen enrollments from Baltimore City high schools.
Title IX sexual misconduct, online training for all students, staff, and faculty,	<p>The number of students that complete the student online training module with assessment tools embedded.</p> <p>A state-mandated biennial sexual assault climate survey of all students.</p>	<p>Training of currently enrolled UB students is complete. Training is now focused solely on the incoming student population, and 100% of these students are required to take the training in order to register for classes, with minimal exceptions.</p> <p>For the Nov. 2017 (satisfying the March 2018 survey requirement), 5,565 students were invited to participate in the sexual assault climate survey with a response rate of 617 completed the surveys.</p> <p>93% of staff and faculty completed the mandatory biennial training as</p>	Continuous enforcement of training requirement through student registration hold and messaging. Analyze with special attention student survey demographic data to inform future activities, initiatives and outreach.



### Section I: Progress Report – Goal I

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
	Staff and faculty completion of mandatory biennial training.	of 4/7/17 -- the end of the last training cycle. The next training cycle will begin in 2019.	
Examine faculty recruitment, selection and hire process to identify and confirm candidate pool diversity and representation throughout various selection milestones and ultimate hire decisions.	#/% of diverse candidate representation in all milestone categories. # diverse search committee members and hiring authorities.	5 years of trend data has been collected. Progress is dependent upon volume of faculty recruitment.	Design and deliver search committee training on managing bias. Observation of selection process.

## Section I: Progress Report - Goal 2

### Section I - Table 2: Reporting of Institutional Goal 2

#### Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Table 2

Timeline for meeting goal within the diversity plan: <b>2018-2023</b>			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:  faculty and staff cultural training programs;  curricular initiatives that promote cultural diversity in the classroom; and  co-curricular programming for students.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Second Chance Program: UB selected for in the U.S. Dept. of Ed. Second Chance Pell Grant Experimental Sites Initiative. Objective is to provide post-secondary education to incarcerated students prior to release, reducing likelihood of recidivism, and improving outcomes for educational and employment success. Classes at Jessup Correctional Facility.	Evaluated with SLOs for courses; Student making satisfactory progress in program.	Course assessment data; Transcript analysis; probation reports from program; 30 students currently enrolled.	New Initiative – collecting baseline data at present.
Vital Signs 14, comprehensive statistical portrait of Baltimore neighborhoods--Baltimore Neighborhood Indicators Alliance of Jacob France Institute within the Merrick School of Business.	Program tracks more than 100 indicators that "take the pulse" of neighborhood health and vitality.	Data in report help track how effective efforts are in improving outcomes for families & children.	Share the program with additional community organizations for their use.
University of Baltimore in collaboration with the City of Baltimore offers the University's City Fellows program.	Collect participant persistence data.	Five City of Baltimore employees received full scholarships. 4 of 5 are pursuing business degrees, 1 and MPA.	Track retention and persistence data for program participants.
LLM – Laws of the United States (LOTUS). The School of Law offers an LLM in the Laws of the United States for foreign trained lawyers.	Enrollment data.	This year's students represent 27 different countries.	Continue the development of LLM-US policy and better align with JD program.

## Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
This Fannie Angelos LSAT Prep Program is also outlined in Goal 1 as is addressed both Goals 1 and 2. This program provides an LSAT Prep program. Open to Bowie State, Coppin State, Morgan State, UMES, Towson, UB, Salisbury and the Universities at Shady Grove students and graduates. Participants receive a \$1399 grant to pay towards 16-week Princeton Review "LSAT Ultimate" course.	LSAT success, law school admission, law school graduation.	103 students have been admitted to law schools across the U.S. 56 students currently enrolled in law schools across the country: 26 at the University of Baltimore. 38 students have graduated from law schools across the U.S. 21 are members of the Maryland Bar.	Martial resources to add UB as another site for LSAT prep course addressing this barrier to law school admission.
The Human Trafficking Prevention Project is a clinical law project housed within the School of Law's Civil Advocacy Clinic. Project focus: reducing the collateral consequences of criminal justice involvement for survivors of human trafficking.	Evaluated with SLOs for course; Number of clients served and services performed.	Course assessment data; Success in assisting client(s).	Expand outreach and representation for survivors.
CFCC's Truancy Court Program (TCP) - early intervention addressing root causes of truancy. Voluntary for students and families, consists of ten weekly in-school meetings per session	175 Students from 5 schools	171 students showed improvement in attendance	Refine training and support for program using evaluative materials.
LAW 570 BALTIMORE SCHOLARS PROGRAM This course is limited to the eight undergraduate students from UMES, Morgan State, Coppin State and Bowie State who have been selected to participate in the Baltimore Scholars Program.	Evaluated with SLOs for course.	Course assessment data, acceptance into law school.	Incorporating assessment data and information to refine and enhance course.
The Hispanic Heritage Month celebration hosted by the Diversity and Culture Center and Latin Law Students Association (LALSA) included trivia games, dance, cultural food	Attendance data	35 participants	Increase involvement of other Latino/a student organizations.
The Diversity and Culture Center hosted several cultural outing trips to Washington, D.C. including The Civil War to Civil Right Museum and the National Museum of the American Indian	Attendance data	38 students participated in the event. Post event dialogue among participants.	Invite faculty to facilitate post program discussions.
The Diversity and Culture Center in collaboration MD Commission on Indian Affairs, held Native American	Attendance data	Approximately 95 people in attendance.	Increase involvement of cultural student

## Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Pow Wow, including dance performances, speakers, activities, and cuisine in celebration of Native American Heritage Month.			organizations and UB students.
UB Table Talks: Small Group Discussions. Topics: What does it mean to be an Immigrant? Protest and Patriotism and Talking about Whiteness.	Attendance data	43 students attended the three small group discussions.	Expand small group opportunities offered throughout the semester.
Diversity and Culture Center hosted the annual Holidays around the World which provided the UB community an opportunity to celebrate different customs, cultures, experiences and food. Countries that were featured this year included Saudi Arabia, Egypt, Ukraine, Portugal, Liberia, Guinea and Lebanon.	Attendance data	7 countries were represented, 107 students faculty, and staff attended the program.	Continue to offer this program, increase the number of student-hosted tables.
The Safe Space Ally Training 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.	Pre and post-test to demonstrate increased knowledge of LGBTQ+ issues, satisfaction and attendance data.	Attendees demonstrated increased knowledge of LGBTQ+ issues and satisfaction with training; 18 students, faculty, and staff trained as allies.	Plan and implement a train-the trainer workshop to increase the number of trainers and trainings
The Diversity and Culture Center and Spotlight UB co-hosted the 10th annual African American Arts Festival. The AAAF is a 4-day festival in recognition of Black History Month open to UB students, faculty, and staff and surrounding community.	Attendance data	70 attendees.	Continue to offer this program, partner with campus departments and student organizations.
Co-sponsored by campus groups, Veteran civil rights activists Judy Richardson and Betty Garman Robinson shared their experiences as participants in the past and present fight for equality in the United States. Event included discussion reception and book signing	Attendance data	75 attendees	Continue to offer these type of programs and program collaborations.
UB Leadership and Workforce Training Program – develop mandatory training curriculum and offerings related to managing bias, increasing cultural competency; cross cultural communication, generational values differences, etc.	# of faculty, staff and leadership completing trainings	Conducted survey on cultural competence, identified cultural based challenges for future programming	Refine and add to training program.

## Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Poor People’s Campaign Class offered as both Undergraduate (Government and Public Policy/History/Nonprofit Management and Community Leadership and Interdisciplinary Studies) and Graduate Course in Public Administration	Participation, learning outcomes	Thirty-six students met weekly with speakers on different aspects of the Poor People’s Campaign	Course currently being offered.
Special Topics Course: CNCM 620 International Migration and Human Security	Achievement of learning outcomes	15 graduate students met weekly to explore topics of migration and human security (i.e. food security etc.)	Will determine if course is to be offered again and adjustments to be made.
Baltimore Standing Together (Schaefer Center)	Attendance,	3 forums offered with WJZ TV regarding crime, education and addiction	Town Halls currently in progress
Lived Experiences: Unaccompanied Children in MD and VA (offered in conjunction with Lutheran Immigration Services)	Attendance	Presentation of research	Better collection of attendance data
Dean’s Speaker Series: Street Crime and the Media: The Wire, Narrative Complexity and the Rhizomatic City	Attendance	Discussion of street crime	Better collection of attendance data
Dean’s Speaker Series: Poor Participation: Fighting the Wars on Poverty and Impoverished Citizenship	Attendance	Discussion of origins of poverty and impacts on different segments of the population	Better collection of attendance data
Community Engagement Fellows	Satisfaction of students and sponsoring agencies	Placement of students in different community organizations to assist in solving community issues and problems	Development of sustainability for the program.
Merrick School of Business Global Field Studies/Study Abroad – Ghana (Jan 2017); Greece (Summer 2017); Thailand (Mar 2017/Jan 2018), France (Mar 2018), Japan (May 2018) Berlin International Summer School Exchange Program (Summer 2017/2018).	Participation, case studies and learning outcomes. Collaboration with partner schools.	MSB students in Ghana, Greece and France worked with partners to address real business challenges.	Continue to expand collaboration with partner schools, focus on solving business challenges in a global context

## Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
The addition of Graduation Requirement in Global Awareness and Diverse Perspectives	Required for graduation	Graduation requirement (GR)	Outcomes will be assessed in GR five-year cycle
Trip to the National Museum of African American History and Culture in Washington, DC.	Attendance data	27 students participated. Post event dialogue among participants	Host a formal debrief to discuss their experiences
Faculty attended 4 <sup>th</sup> Annual Culturally Responsive Teaching Conference on April 19 and 30, 2018 and will provide follow up for faculty orientation and programming through CELTT.	Culturally responsive pedagogy in key courses.	Data will be extracted from course and program assessment.	Large-scale event to train all faculty January 2019.
Developed extensive curricula on cultural diversity in CMAT 201 and CMAT 303.	Evaluation with student learning outcomes.	Data will be extracted from program assessment.	Newly implemented (data not yet available).
Provided mentoring in support of student diversity organizations.	Number of faculty participants.	Will be obtained from faculty self-reporting.	Development of feedback loop to assess effectiveness.
The Division of Applied Behavioral Sciences updated 26 courses to reflect emphasis on multicultural and social justice advocacy	Evaluation with student learning outcomes.	Data will be extracted from program assessment.	Newly implemented (data not yet available).
Partnered with Morgan State PEARL Laboratory to promote experiential education opportunities for minorities in STEM.	Number of student presentations based on the project.	Research reports.	Working on outreach to potential participants.
Provided faculty support for CPA's course Poor People's Campaign- 50 Years Later.	Evaluation with student learning outcomes.	Course assessment data.	Development of protocols for continued collaboration.
Series Voices of Color in Games, bringing developer and designers to campus to speak on issues of diversity and games.	Participation numbers.	Attendance data.	Developing plans for sustaining the program.
Work in the College of Arts and Sciences User Research Lab to support voting in low-literacy populations.	Academic publications and technical reports.	Academic publications and technical reports.	Pursuing avenues for continued research funding.

## Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Program in the College of Arts and Sciences GameLab targeted towards students of color to promote professional skills.	Participation numbers.	Course evaluation and job placement rates.	Continued financial support for recruitment of students.
Research on digital perseveration of cultural heritage sites and artifacts in Southern Asia.	External grants obtained.	External grants obtained.	Improvements of GameLab equipment/ infrastructure.
The M.S. in Applied Psychology program continues to support international cross-cultural student exchanges and programs of study with Universities in Spain.	Participation numbers. Evaluated with SLOs for each course.	Number of students enrolled in the cross-institutional courses and the travel abroad course options.	Implement 'closing the loop' strategies based on assessment data.
Spotlight UB Theatre Events offered covering a variety of diversity and inclusion pics (i.e. women's suffrage, race riots, and artists of color).	Attendance data and program evaluations.	Attendance data and program evaluations.	Increase cross-divisional collaboration. Use data to improve programming
Hoffberger Center events covering a variety of topics related to cultural diversity and LGBTQ issues, such as Muslim Marine- Sharia Law vs. U.S. Constitution and Coming Together by Listening to Each Other, LGBTQ+Speak Out	Attendance data and program evaluations.	Attendance data; incorporation of experience into curriculum of various courses.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
The College of Arts and Sciences hosts a variety of faculty sponsored and hosted readings, presentations and musical performances.	Attendance data and event evaluation.	Attendance data.	Increase collaboration. Better collection of attendance/ evaluation data.
Class trips to: National Museum of African American History and Culture; Baltimore's Immigration Museum; MD Commission on Civil rights; Reginal Lewis Museum; American Visionary Arts Museum; Walters Art Gallery	Evaluated with SLOs for each course.	All trips were fully subscribed; experiences were integrated by students into their classroom experience.	Better collection of attendance/evaluation and use results to revise.

## **Section I: Progress Report - Goal 3**

Goal 3: Process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

The process for reporting hate crimes is directly through the University of Baltimore Police Department (UBPD). The UB student code does not address hate crimes, nor does any university policy. Anything that would be reported would go through UBPD specifically. That said, none of our conduct cases involved anything that could be considered hate related. No Campus-based hate crime and bias motivated incidents were reported in AY2017-2018.

## **Section II: Institutional Plan**

The University of Baltimore's Institutional Plan for a Program of Cultural Diversity was recently developed to align with UB's new strategic plan. A diverse group of faculty, staff and students, developed this plan with multiple opportunities for feedback from the campus community. Also, this plan was developed using results of the 2016-17 campus climate survey and multiple other surveys pertaining to diversity and inclusion on our campus.

Our nine page plan includes the guiding principles for its development, profiles the diversity of the UB community, and articulates 5 goals focused on developing a more welcoming and inclusive campus community, increasing the diversity of faculty, maintaining and advancing the diversity of our staff, developing more culturally relevant programming, working with our alumni and community partners to help ensure that our students are prepared to live and lead in a diverse, multicultural global environment and the process for reporting hate crimes.

The University of Baltimore's plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff is included in the Appendix.

## **Section III: Demographic Data**

The demographic data is provided in separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data and attached in the appendix.



## **Appendix - Institutional Plan**

### **THE UNIVERSITY OF BALTIMORE**

#### **BUILDING ON A STRONG FOUNDATION: A STRATEGY FOR ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION FY 2019 – FY 2013**

##### **BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES**

Students, faculty and staff live and work in a world that is global, connected, and diverse. As such, our individual and collective responsibility is to foster understanding and acceptance of differences in race, ethnicity, culture, religion, preference, and ability. It is for this reason that the University of Baltimore's strategic plan, Re-Imagining UB: 2018-2023, has solidified its commitment to diversity, equity, and inclusion. The sixth goal of the plan states:

“UB fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that strengthen professional, intellectual, and cultural agility.”

Integral to this goal is an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds supported by a highly diverse and qualified faculty and staff. A campus community rich in intellectual, cultural, and ethnic diversity promotes the exchange of ideas and knowledge, provides a profound learning experience for students, creates a better teaching and scholarly experience for faculty, leads to a more productive and supportive working experience for staff, and strengthens community engagement and outreach.

Diversity is defined at UB 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, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g. intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and, as appropriate, corrective approaches to learning, teaching, research, and support services is central to UB's mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the integral areas of student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of

## Appendix - Institutional Plan

the university community integral to fostering the achievement of a diverse, equitable, supportive, and inclusive community.

2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.
3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.
4. Diversifying the University's workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.
5. The infusion of diversity-content in the academic curriculum and co-curricular programs.

### THE UNIVERSITY'S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UB's student body over the last ten years. The number of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 63% to 68%, with African-American students now representing 48% of the undergraduate student body. Hiring and maintaining a diverse workforce remains one of the most difficult diversity-related challenges at the University, particularly in regard to tenure and tenure-track faculty, only 24% are from underrepresented minorities. The staff's racial and ethnic distribution largely reflects that of the State of Maryland. The racial and ethnic profile of our students, faculty, and staff is provided below.

#### A. Student Demographics

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index<sup>1</sup>, attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 27; graduate, 32; and law 28) with a majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 60% at the graduate level. The majority of students are Pell-eligible.

There has been a remarkable increase in the percentage of undergraduate African American students from almost 35% in 2008 to 48% in 2017. The percentage of Hispanic students remains small at less than four percent. Additionally, the percentage of students identifying as two or more races has increased to 4.6% in 2017, making it nearly as prevalent as the Hispanic (3.9%) and Asian (4.6%) populations.

The growth in the percentage of African American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from almost 22% in 2008 to approximately 39% in 2017, a 17% point gain. Tables 1A and 1B profile the racial and ethnic diversity of UB's undergraduate and graduate student population over the last ten years, respectively.

---

<sup>1</sup> UB's Diversity Index is 49.6% in Fall 2016. A score of 50% shows an equal balance among the racial groups; a score of 0% shows only a single racial group. Scores in Maryland public 4-year universities range from 5.2% to 49.6%.

## Appendix - Institutional Plan

<b>Table 1A: Student Race and Ethnicity Report</b>	<b>Undergraduate %</b>			
	<b>Fall '08</b>	<b>Fall '12</b>	<b>Fall '16</b>	<b>Fall '17</b>
African-American/Black	34.7%	46.3%	48.5%	48.0%
American Indian or Alaskan Native	0.5%	0.4%	0.4%	0.5%
Asian	4.4%	4.3%	4.7%	4.6%
Hispanic/Latino	2.6%	4.5%	4.4%	3.9%
White	37.1%	37.3%	33.2%	32.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%	0.5%
Two or More races	0.0%	2.4%	4.1%	4.6%
Did not Self identify	20.7%	4.5%	4.3%	5.8%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

<b>Table 1B: Student Race and Ethnicity Report</b>	<b>Graduate %</b>			
	<b>Fall '08</b>	<b>Fall '12</b>	<b>Fall '16</b>	<b>Fall '17</b>
African-American/Black	21.9%	28.2%	37.4%	38.8%
American Indian or Alaskan Native	0.3%	0.3%	0.2%	0.3%
Asian	5.5%	4.3%	4.8%	4.6%
Hispanic/Latino	2.2%	4.5%	3.5%	3.2%
White	47.2%	53.9%	45.6%	45.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.1%
Two or More races	0.0%	2.0%	3.1%	2.6%
Did not Self identify	23.0%	6.7%	5.4%	5.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

### B. Staff Demographics

The employment of African-American staff over the last 10 years has decreased slightly from 39.1% in 2008 to 36.5% in 2017. The staff racial and ethnic distribution largely reflects that of the State of Maryland. At 63%, female employees continue to fill the majority of staff roles.

<b>Table 2: Staff Race and Ethnicity</b>	<b>Staff %</b>			
	<b>Fall '08</b>	<b>Fall '12</b>	<b>Fall '16</b>	<b>Fall '17</b>
African-American/Black	39.1%	34.8%	38.9%	36.5%
Asian	2.5%	3.2%	4.1%	3.7%
Hispanic/Latino	1.4%	2.1%	1.8%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.0%
Two or More races	0.0%	0.5%	2.0%	1.4%
White	56.7%	57.1%	50.1%	52.5%
Did not Self identify	0.2%	2.1%	3.1%	4.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## Appendix - Institutional Plan

### Faculty Demographics

Underrepresented minority groups represent 58 percent of UB’s undergraduate and graduate student populations. As such, UB must do a better job of preparing and hiring more persons from these groups for faculty positions in order to provide diverse role models for our students. More compelling, however, is the argument that all students are better educated and better prepared for leadership, citizenship, and professional competitiveness when they are exposed to diverse perspectives in their classrooms.

National data indicate that only 12% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Digest of Educational Statistics, 2017). While the percent of underrepresented faculty at UB exceeds the national average, it is evident that more work needs to be done to more closely align the diversity of faculty to that of our students.

Table 3A shows that less than 24% of tenured/tenure track (T/TT) faculty are from underrepresented groups. This percentage differs significantly across the academic divisions with minority faculty representing 54% of MSB faculty, 23% of CPA faculty, 16% of law faculty, 10% of CAS faculty, and 9% of Langsdale Librarians. African-Americans represent 8.4% of the T/TT faculty at UB, though this percentage varies across the university; 14% in CPA, 12% in law school, 8% in MSB, 5% in CAS and 1% in Langsdale Library. Table 3B, however, shows that the percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw a significant increase from 16.0% in 2008 to 35.8% in 2017. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percentage of female faculty increased from 36% in 2008 to 45% in 2017.

<b>Table 3A: Faculty Race and Ethnicity</b>	<b>Tenured/Tenured Track #</b>			
	<b>Fall '08</b>	<b>Fall '12</b>	<b>Fall '16</b>	<b>Fall '17</b>
African-American/Black	8.5%	9.6%	8.2%	8.4%
Asian	9.2%	6.6%	9.4%	9.0%
Hispanic/Latino	2.8%	3.0%	2.5%	3.2%
White	79.6%	77.8%	79.2%	76.1%
Did not Self identify	0.0%	3.0%	0.6%	3.2%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

<b>Table 3B: Faculty Race and Ethnicity</b>	<b>Other Tenured Status</b>			
	<b>Fall '08</b>	<b>Fall '12</b>	<b>Fall '16</b>	<b>Fall '17</b>
African-American/Black	11.8%	12.3%	19.8%	19.0%
Asian	3.4%	5.5%	2.8%	4.9%
Hispanic/Latino	0.8%	1.3%	2.0%	3.0%
Two or More races	0.0%	0.0%	1.6%	1.5%
White	84.0%	80.1%	69.4%	64.2%
Did not Self identify	0.0%	0.8%	4.4%	7.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## Appendix - Institutional Plan

### UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Although the University can point to numerous diversity and inclusion indicators of success, its goal is to be an innovative diversity leader within the University System of Maryland. To support this objective, five goals have been established. The first is to intentionally create a University that is respectful of differences and inclusive of all people. The second commits the University to strengthening faculty diversity, given the disparity between the profile of students and tenure/tenure-track faculty. Ensuring that UB's staff profile continues to reflect the diversity of Maryland's demographics is the cornerstone of the third goal. The fourth goal focuses on improving inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research and support services. The final goal builds on UB's legacy of community engagement by building upon existing partnerships with community and alumni to enhance the University's commitment to and work with diverse populations.

Implementation of the plan will begin AY 2018-19, continuing through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

**Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.**

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion

- Assign the Director of the Diversity and Culture Center and the University Culture and Diversity Committee with the responsibility to sustain diversity and inclusion initiatives and support the implementation and monitoring of the diversity and inclusion plan.
- Analyze USM Data Journal and Maryland demographic data annually to assess achievement of goals to diversify faculty and staff, and develop metrics and trend data to monitor progress.
- Enhance the physical and technological infrastructure to provide accessibility for all members.
- Update existing, and create new, university procedures and policies to better meet the needs of students, faculty and staff in underrepresented groups that are not well-served by current systems.
- Develop a healthier, collegial working environment through better communication of and training in system, university and college-level policies; ensure mandatory training for all supervisors and academic leaders (e.g., deans, chairs, directors).
- Identify Ombudsperson(s) to serve as an impartial intermediary to mediate disputes and investigate and address complaints.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and inclusion at UB.

- Assess UB with regard to the [Multicultural Organization Development Model](#)<sup>2</sup> and identify areas of deficiencies.
- Design and conduct periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.

---

<sup>2</sup> Jackson, B.W. (2006). Theory and practice of multicultural organizational development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organizational Development and Change* (pp. 139-154). San Francisco, CA, Pfeiffer.

## Appendix - Institutional Plan

Strategy 3: Initiate cultural competence training for UB faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural difference while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing "Our UB Students" data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students' unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add 'Preferred' name to class and grade roster through the revision of the formal "Name Change" form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

## Appendix - Institutional Plan

### Goal 2: Recruit, employ, and retain a diverse faculty

Strategy 1: Expand outreach to build applicant pool

- Hold an adjunct Job Fair to promote teaching opportunities.
- In conjunction with the USM PROMISE initiative, host an Annual Preparing Future Faculty Institute for underrepresented doctoral students and postdoctoral students from USM institutions who wish to pursue careers in the professoriate.
- Attend fairs and conferences frequented by underrepresented faculty candidates (e.g., Compact for Faculty Diversity, the Leadership Alliance).
- Develop a collegial mentoring initiative for adjuncts of underrepresented background in effort to transition some into full-time positions at the university or elsewhere.
- Create courses and programs that support scholarship in diverse areas, such as Women and Gender Studies, African American Studies, Critical Race Theory, etc.

Strategy 2: Develop focused recruitment plans to increase the percentage of faculty from underrepresented groups by 35 percent within five years.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce is an institutional priority; therefore each division will develop a plan to increase diversity approved by the Dean and Provost.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded targeted recruitment (e.g., Diverse Issues in Higher Education, Hispanic Outlook).
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training and, when appropriate, include student representation on search committees.
- Develop and include diversity statement and definition in job descriptions.
- Require applicants to submit a brief statement reflecting their commitment to diversity and inclusiveness.
- Create shared evaluation criteria for application review, interviews, and campus visits.

Strategy 3: Improve transition of underrepresented faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair a new hire with early mentoring before arrival to campus; assign mentor immediately after hire.
- Develop an 'on-boarding program' to facilitate sense of belonging and community by helping new hire build connections in community (e.g., housing support, childcare resources, locate potential religious community).
- Reframe New Faculty Orientation and include quarterly meetings.

## Appendix - Institutional Plan

Strategy 3: Develop a faculty retention and advancement plan for women and underrepresented groups

- Educate chairs, program directors, and faculty mentors to ensure support for female and other underrepresented faculty groups.
- Secure funding for Welcome Fellowship Grants: A competitive fellowship program for new tenure-track faculty from underrepresented groups. Each award provides \$10,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- Secure funding to attract visiting scholars from underrepresented groups.
- Offer targeted professional development workshops, which focus on issues of interest to underrepresented faculty.
- Develop a leadership training program for recently tenured and promoted faculty to support their advancement in their professions and in the academy.
- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

**Goal 3: Recruit and retain a diverse workforce and ensure that UB's staff profile reflects the diversity of Maryland's demographics.**

Strategy 1: Develop a staff diversity recruitment and retention plan

- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce an institutional priority, therefore each division will develop a plan to increase diversity.
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training.
- Include diversity statement and definition in job descriptions.
- Enhance recruitment plans to expand the number of qualified minorities in applicant pools.

Strategy 2: Develop a retention and advancement plan for underrepresented groups

- Find and create opportunities for career advancement and professional development of women and members of underrepresented groups, such as succession planning, job shadowing, interim appointments, and mentoring.
- Offer enhanced coaching and advice regarding career opportunities, planning and development.
- Develop a University Staff Award that recognizes staff efforts to promote diversity, equity, and inclusion.
- Support the professional development of staff at a level of parity with faculty development.

**Goal 4: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research**

Strategy 1: Support continued development of curriculum and service that address issues of structural diversity, equity, and inclusion.

- Recognize diversity and inclusion contributions in annual performance evaluations for all.



## Appendix - Institutional Plan

- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; “Difficult Dialogues” series).
- Support the development of courses that meet the diversity and global perspectives requirement.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities based upon diverse communities.

Strategy 2: Build on co-curricular programming that engages campus community members in the challenges and rewards of valuing diversity.

- Support capacity building and high-quality training for professionals who work in student services.
- Strengthen and expand student leadership training related to diversity, equity, and inclusion; and explore the development of a USM badge.
- Redesign the current student organization training to include a diversity and inclusion module that will address diversity from a broad perspective.

Strategy 3: Monitor and continue to invest in closing the achievement gap and increasing the retention and graduation rates of underrepresented groups in undergraduate, graduate, and professional degree programs. (Note: See Student Success Plan for details)

**Goal 5: Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations**

Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- Build institutional identity among underrepresented students as future UB alumni and support and strengthen mentorship opportunities for alumni and students.
- Develop active affinity groups and cultivate alumni financial giving culture that enhances diversity efforts.

Strategy 2: Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employers (e.g., employment opportunities for spouse/partners, housing, religious affiliation, and social integration in the region).

Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.

## Appendix - Demographic Data

### Section III: Demographic Data

	TABLE 3: Comparison Table for Undergraduate Students															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	918	34.7%	292	626	1,350	42.3%	449	901	1,539	48.5%	538	1,001	1,389	48.0%	473	916
American Indian or Alaskan Native	13	0.5%	8	5	19	0.6%	11	8	13	0.4%	7	6	15	0.5%	9	6
Asian	116	4.4%	59	57	145	4.5%	86	59	150	4.7%	67	83	133	4.6%	53	80
Hispanic/Latino	70	2.6%	27	43	95	3.0%	40	55	141	4.4%	67	74	113	3.9%	61	52
White	982	37.1%	487	495	1,154	36.2%	628	526	1,053	33.2%	544	509	930	32.1%	473	457
Native Hawaiian or Pacific Islander	-		-	-	4	0.1%	4	-	9	0.3%	2	7	15	0.5%	6	9
Two or More races	-		-	-	38	1.2%	11	27	130	4.1%	54	76	132	4.6%	67	65
Did not Self identify	547	20.7%	247	300	384	12.0%	161	223	135	4.3%	61	74	168	5.8%	71	97
<b>Total</b>	<b>2,646</b>	<b>100.0%</b>	<b>1,120</b>	<b>1,526</b>	<b>3,189</b>	<b>100.0%</b>	<b>1,390</b>	<b>1,799</b>	<b>3,170</b>	<b>100.0%</b>	<b>1,340</b>	<b>1,830</b>	<b>2,895</b>	<b>100.0%</b>	<b>1,213</b>	<b>1,682</b>

	TABLE 3: Comparison Table for Graduate Students															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	649	21.9%	175	474	744	23.7%	223	521	974	37.4%	282	692	976	38.8%	295	681
American Indian or Alaskan Native	8	0.3%	1	7	7	0.2%	4	3	5	0.2%	3	2	8	0.3%	4	4
Asian	162	5.5%	76	86	149	4.7%	63	86	126	4.8%	62	64	116	4.6%	54	62
Hispanic/Latino	66	2.2%	24	42	85	2.7%	37	48	90	3.5%	32	58	80	3.2%	39	41
White	1,400	47.2%	670	730	1,654	52.7%	794	860	1,188	45.6%	558	630	1,131	45.0%	505	626
Native Hawaiian or Pacific Islander	-		-	-	4	0.1%	1	3	1	0.0%	1	-	3	0.1%	2	1
Two or More races	-		-	-	33	1.1%	9	24	80	3.1%	29	51	66	2.6%	24	42
Did not Self identify	682	23.0%	303	379	462	14.7%	215	247	141	5.4%	65	76	134	5.3%	49	85
<b>Total</b>	<b>2,967</b>	<b>100.0%</b>	<b>1,249</b>	<b>1,718</b>	<b>3,138</b>	<b>100.0%</b>	<b>1,346</b>	<b>1,792</b>	<b>2,605</b>	<b>100.0%</b>	<b>1,032</b>	<b>1,573</b>	<b>2,514</b>	<b>100.0%</b>	<b>972</b>	<b>1,542</b>

### Appendix - Demographic Data

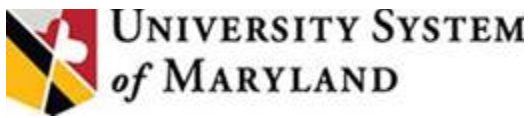
	TABLE 4: Comparison Table for Tenured/Tenured Track															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	12	8.5%	8	4	12	8.3%	7	5	13	8.2%	5	8	13	8.4%	5	8
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0		0.0%		
Asian	13	9.2%	9	4	9	6.2%	5	4	15	9.4%	7	8	14	9.0%	7	7
Hispanic/Latino	4	2.8%	1	3	4	2.8%	1	3	4	2.5%	1	3	5	3.2%	1	4
White	113	79.6%	73	40	114	78.6%	69	45	126	79.2%	78	48	118	76.1%	70	48
Native Hawaiian or Pacific Islander	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%		
Did not Self identify	0	0.0%	0	0	6	4.1%	5	1	1	0.6%	1	0	5	3.2%	3	2
<b>Total</b>	<b>142</b>	<b>100.0%</b>	<b>91</b>	<b>51</b>	<b>145</b>	<b>100.0%</b>	<b>87</b>	<b>58</b>	<b>159</b>	<b>100.0%</b>	<b>92</b>	<b>67</b>	<b>155</b>	<b>100.0%</b>	<b>86</b>	<b>69</b>

	TABLE 4: Comparison Table for Other Tenured Status															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	28	11.8%	16	12	33	12.7%	19	14	50	19.8%	25	25	51	19.0%	26	25
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
Asian	8	3.4%	4	4	9	3.5%	4	5	7	2.8%	4	3	13	4.9%	8	5
Hispanic/Latino	2	0.8%	1	1	1	0.4%	1	0	5	2.0%	4	1	8	3.0%	5	3
White	199	84.0%	124	75	207	79.9%	121	86	175	69.4%	113	62	172	64.2%	101	71
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
Two or More races	0	0.0%	0	0	0	0.0%	0	0	4	1.6%	3	1	4	1.5%	3	1
Did not Self identify	0	0.0%	0	0	9	3.5%	6	3	11	4.4%	5	6	20	7.5%	14	6
<b>Total</b>	<b>237</b>	<b>100.0%</b>	<b>145</b>	<b>92</b>	<b>259</b>	<b>100.0%</b>	<b>151</b>	<b>108</b>	<b>252</b>	<b>100.0%</b>	<b>154</b>	<b>98</b>	<b>268</b>	<b>100.0%</b>	<b>157</b>	<b>111</b>

## Appendix - Demographic Data

	Table 5: <i>Comparsion</i> Table for Staff															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	231	39.1%	65	166	228	37.1%	59	169	199	38.9%	62	137	186	36.5%	54	132
American Indian or Alaskan Native	1	0.2%	1	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	15	2.5%	8	7	17	2.8%	9	8	21	4.1%	12	9	19	3.7%	11	8
Hispanic/Latino	8	1.4%	3	5	9	1.5%	4	5	9	1.8%	6	3	9	1.8%	6	3
White	335	56.7%	144	191	340	55.3%	150	190	256	50.1%	105	151	267	52.5%	107	160
Native Hawaiian or Pacific Islander	0	0.0%	0	1	1	0.2%	0	1	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	2	0.3%	1	1	10	2.0%	6	4	7	1.4%	5	2
Did not Self identify	1	0.2%	0	0	18	2.9%	9	9	16	3.1%	7	9	21	4.1%	6	15
<b>Total</b>	<b>591</b>	<b>100.0%</b>	<b>221</b>	<b>370</b>	<b>615</b>	<b>100.0%</b>	<b>232</b>	<b>383</b>	<b>511</b>	<b>100.0%</b>	<b>198</b>	<b>313</b>	<b>509</b>	<b>100.0%</b>	<b>189</b>	<b>320</b>

**THIS PAGE IS INTENTIONALLY LEFT BLANK**



2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: University of Maryland, Baltimore Date Submitted: June 29, 2018

Point(s) of Contact (names and email addresses): Gregory C. Spengler ([gspengler@umaryland.edu](mailto:gspengler@umaryland.edu)) or Dr. Roger J. Ward ([rward@umaryland.edu](mailto:rward@umaryland.edu))

**Section I: Progress Report:** §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution’s implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Section I - Table 1: Reporting of Institutional Goal 1

<b>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>			
Timeline for meeting goal within the diversity plan: <u>varies; items include ongoing and new initiatives</u>			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Enhance services delivered to international students and scholars by August 2020 through reengineering the business process for recruitment and retention of international employees	<ul style="list-style-type: none"> <li>• Full implementation of electronic visa request processes through OIS case management solution (Sunapsis)</li> <li>• Design, develop and deliver training to HR/Payroll representatives in UMB</li> </ul>	<ul style="list-style-type: none"> <li>• OIS developed electronic visa request forms (eforms) during the 2017-2018 academic year. HR/Payroll representatives for UMB schools, departments and divisions have participated in training in order to use the</li> </ul>	<ul style="list-style-type: none"> <li>• Continuously monitor the new eform process to ensure continued success.</li> <li>• Work with academic administration and Central HR/Payroll to</li> </ul>

	<p>schools, departments and divisions that comprehensively describes the cycle related to the appointment, immigration sponsorship and payroll/tax issues with international scholars.</p> <ul style="list-style-type: none"> <li>• Collaborate with HRS to identify and address areas where onboarding can be improved for international employees.</li> </ul>	<p>new eform processes. Paper-based visa requests will no longer be accepted effective 7/1/18.</p>	<p>address the other two items.</p>
<p>School of Dentistry participated in annual presentation to the Meyerhoff Scholars at UMBC (School of Dentistry).</p>	<ul style="list-style-type: none"> <li>• Number of program applicants as a result of the program</li> <li>• Amount of current underrepresented minorities in SOD in comparison to other dental programs</li> </ul>	<ul style="list-style-type: none"> <li>• UMB is outpacing other dental programs by 5%</li> </ul>	<p>Tracking program participants to learn where they ultimately enroll for school</p>
<p>Student National Dental Association (SNDA) hosted Impressions Day – an annual event that exposes college students from targeted populations (underrepresented backgrounds and non-traditional students) to the field of dentistry (School of Dentistry).</p>	<ul style="list-style-type: none"> <li>• Number of participants</li> <li>• Number of program applicants as a result of the program</li> <li>• Amount of current underrepresented minorities in SOD in comparison to other dental programs</li> </ul>	<ul style="list-style-type: none"> <li>• 75 – 100 participants</li> <li>• UMB is outpacing other dental programs by 5%</li> </ul>	<p>Tracking program participants to learn where they ultimately enroll for school</p>
<p>Attended the annual Increasing Diversity in Dentistry (IDIN) Fair at Morehouse College. This was the first year attending and information was presented to 3<sup>rd</sup> and 4<sup>th</sup> year college students, post-baccalaureate students, and students currently enrolled in MS programs (School of Dentistry).</p>	<ul style="list-style-type: none"> <li>• Number of program applicants as a result of the program</li> <li>• Amount of current underrepresented minorities in SOD in comparison to other dental programs</li> </ul>	<ul style="list-style-type: none"> <li>• UMB is outpacing other dental programs by 5%</li> </ul>	<p>Tracking program participants to learn where they ultimately enroll for school</p>
<p>The SNDA, in conjunction with the PreDental Society at UMBC, participated in the Generation</p>	<ul style="list-style-type: none"> <li>• Number of program applicants as a result of the program</li> </ul>	<ul style="list-style-type: none"> <li>• No data to report at this time</li> </ul>	<p>Tracking program participants to learn where</p>

NexT mentoring program at Vivien T. Thomas Academy (School of Dentistry).			they ultimately enroll for school
SNDA and UMBC hosted the Upward Bound Mini Impressions Day and presented on real health topics to high school students (School of Dentistry).	<ul style="list-style-type: none"> <li>Number of program applicants as a result of the program</li> </ul>	<ul style="list-style-type: none"> <li>Impact will remain unknown for 4 – 8 years</li> </ul>	Determine a means for offering academic mentoring through high school and college
SNDA partnered with a Girl Scout troop in Baltimore City to provide an oral hygiene presentation (School of Dentistry).	<ul style="list-style-type: none"> <li>Number of program applicants as a result of the program</li> </ul>	<ul style="list-style-type: none"> <li>Impact will remain unknown for 4 – 8 years</li> </ul>	Determine a means for offering academic mentoring through high school and college
Sponsored a group of middle school students involved in UMB summer camp to expose them to dentistry through oral hygiene information and dental materials projects which included hand impressions with a dental alginate material (School of Dentistry).	<ul style="list-style-type: none"> <li>Number of program applicants as a result of the program</li> </ul>	<ul style="list-style-type: none"> <li>Impact will remain unknown for 4 – 8 years</li> </ul>	Determine a means for offering academic mentoring through high school and college
Invited a speaker to campus to address the issue of implicit bias and how it relates to hiring practices (School of Pharmacy).	<ul style="list-style-type: none"> <li>Increase in representation among various underrepresented groups</li> </ul>	<ul style="list-style-type: none"> <li>Data are not currently available</li> </ul>	Need additional administrative support to continue data management and analysis
Campus visits and Admissions presentations at area HBCUs (School of Medicine)	<ul style="list-style-type: none"> <li>Number of HBCU campus visits</li> <li>Estimated number of attendees engaged at each visit and recruitment event</li> </ul>	<ul style="list-style-type: none"> <li>Data are not currently available</li> </ul>	Need additional administrative support to continue data management and analysis
Campus visits and Admissions presentations for UMCP Charles R. Drew Pre-Medical Society and UMBC Meyerhoff Program (School of Medicine).	<ul style="list-style-type: none"> <li>Number of UMCP and UMBC campus visits</li> <li>Estimated number of attendees engaged at each visit and recruitment event</li> </ul>	<ul style="list-style-type: none"> <li>Data are not currently available</li> </ul>	Need additional administrative support to continue data management and analysis
Recruitment tables at national and regional conferences targeting outreach to underrepresented students including Student National Medical Association (SNMA) and <i>Latino Medical Student Association</i> (LMSA) conferences, National Hispanic Medical association (NHMA) conference, and City College recruitment fair in New York City (School of Medicine).	<ul style="list-style-type: none"> <li>Estimated number of attendees engaged at each visit and recruitment event</li> </ul>	<ul style="list-style-type: none"> <li>Data are not currently available</li> </ul>	Need additional administrative support to continue data management and analysis



The School of Nursing increased recruitment efforts of graduate students since 2017 from traditionally underrepresented populations. We have been doing this through targeted recruitment efforts at minority-serving institutions and organizations.	<ul style="list-style-type: none"> <li>Increased student enrollment from historically underrepresented groups in masters/doctoral programs.</li> </ul>	<ul style="list-style-type: none"> <li>Given that new efforts were made this past recruitment cycle, we will be unable to measure the success of this intervention until data is gathered for census in Fall 2018 and Fall 2019.</li> </ul>	
Targeted student recruitment at HBCUs (Carey School of Law).	<ul style="list-style-type: none"> <li>Number of universities/colleges visited</li> </ul>	<ul style="list-style-type: none"> <li>11</li> </ul>	<ul style="list-style-type: none"> <li>Focus effort beyond the east coast</li> <li>Plan to visit an additional 10 minority serving institutions in the upcoming year</li> </ul>
Targeted student recruitment at HSIs (Carey School of Law).	<ul style="list-style-type: none"> <li>Number of universities/colleges visited</li> </ul>	<ul style="list-style-type: none"> <li>8</li> </ul>	Plan to visit an additional 10 minority serving institutions in the upcoming year
Attend conferences and recruitment fairs focused on recruiting traditionally underrepresented groups interested in careers in law (Carey School of Law).	<ul style="list-style-type: none"> <li>Number of fairs attended</li> </ul>	<ul style="list-style-type: none"> <li>15</li> </ul>	
Host single-day pipeline events in the Baltimore Metro area (Carey School of Law).	<ul style="list-style-type: none"> <li>Number of events organized</li> </ul>	<ul style="list-style-type: none"> <li>3</li> </ul>	
Coordinate with partners to host events of various sizes aimed at promoting law careers to traditional underrepresented populations. This includes, the Hispanic National Bar Association's Summer Camp, Baltimore City Teen Court, Baltimore City Urban Debate League, Law Links Law & Leadership Institute, and others (Carey School of Law).	<ul style="list-style-type: none"> <li>Number of events</li> </ul>	<ul style="list-style-type: none"> <li>8</li> </ul>	
Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange (School of Nursing).	% change of underrepresented minorities in full time professor positions over the past three years	We have seen a 6% increase in the number of underrepresented minorities in full-time professional positions over the past three years	Continue to strengthen our diversity recruitment efforts for faculty recruitment
Developing clear career paths for staff (School of Nursing).	% of promotions	Progress data to be determined	Continue to strengthen efforts to promote clear career paths for staff

**Section I - Table 2: Reporting of Institutional Goal 2**

<b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>			
Timeline for meeting goal within the diversity plan: <u>varies</u> ; items include ongoing and new initiatives			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul>	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Increase the number of faculty and staff who have completed diversity and inclusion trainings (School of Social Work)	Percent increase	First year of implementation – no data available	Explore ways to accurately track attendance for activities within and outside of the SSW
Promote knowledge, expertise and career development in CITS by encouraging every staff member to attend at least one professional development opportunity during each year through FY 2021 and beyond (Center for Information Technology Services).	Participation in professional development opportunity	No data to report at this time	
Foster a culture that embodies the University's core values and that enables and encourages members of the School's community to achieve their highest potential (School of Dentistry)	Number of trainings and programs	No data to report at this time	
Create a setting to foster increased global literacy, connect UMB students with meaningful opportunities abroad, and provide opportunities for students from countries other than the USA to interact with UMB by August 2020 through the development of an International Exchange fellowship program (Academic Affairs).	Create a formal exchange program	No update available at this time	
Developing strategic partnerships with universities abroad (Academic Affairs).	Create formal relationship with university/universities abroad	Relationships established with Coventry University, Haifa University in Israel, the University of Gambia, and the University of Malawi Chancellor College of Law, and others.	

Create an academic program that will enhance the cultural competency of students, faculty, and staff (Graduate School).	Author a proposal for a Post-Baccalaureate Certificate (PBC) in Intercultural Leadership and submit the proposal to MHEC	PBC proposal was written, approved by graduate council and submitted to MHEC on 5/18	
The HS/HSL Staff Education and Training committee will provide at least one training activity on cultural competency (Human Sciences and Human Service Library).	Number of events held	No data to report at this time	
Pilot a cultural responsiveness training program open to all staff and faculty (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> <li>• Launching of program</li> <li>• Recruit 14 participants</li> <li>• Retention Rate</li> </ul>	<ul style="list-style-type: none"> <li>• The Safety Pin Initiative was successfully launched on 10/17</li> <li>• 16 participants recruited</li> <li>• 87.5% retention rate</li> </ul>	Expansion of program is being evaluated
Develop one enduring outreach activity supported by faculty, staff, students, alumni, and community partners (School of Pharmacy)	Participation rate Increase in benchmark participation rate	No data to report at this time	Benchmark needs to be established
Expand and promote cultural competence in the Center for Information Technology Services (CITS) by celebrating a climate of diversity and inclusion and inviting a member(s) of the UMB Diversity Advisory Council to speak at an all-staff meeting each year, from FY 2018 to FY 2021 (Center for Information Technology Services).	Number of annual presentations by DAC at CITS all-staff meetings	The Diversity Advisory Council presented to CITS in April 2018	
International Student Mentor Program seeks to match up new international students with continuing UMB students. Program is designed to facilitate intercultural communication and relationship building across cultural lines.	Number and composition of mentors and mentees in program, frequency of contact between mentors and mentees, evaluate development of intercultural communication skills.	1/3 of mentors during the 2017-2018 identified as U.S. students; in years past, only international students served as mentors. OIS increased the number of social events organized for this group of students.	Develop learning outcomes for program and conduct assessment throughout the year to determine how mentors and mentees evaluate the program.
Global Conversations Program identifies and trains volunteer facilitators to deliver a weekly conversation program with up to five international students and scholars in a group. Provides informal opportunities for international students and scholars to develop their English conversation skills in a small group environment by discussing topics of interest, interprofessionally and interculturality.	Number of groups on campus. Retention of participants over the course of the semester. Survey of participants and facilitators to determine overall satisfaction with the program and recommendations for improvement.	Piloted this program in the Spring 2018 semester in collaboration with the Writing Center. We do not have assessment data on this program.	

Provide an all-gender restroom (Health Sciences and Human Services Library).	Establishment of restroom	No data to report at this time	
Provide a designated safe space for LGBT+ community in the (Health Sciences and Human Services Library).	Establishment of designed space	No data to report at this time	
Provide, or participate in HR sponsored, learning activities/curriculum designed to give staff the tools, methods, and opportunities to learn about and embrace the cultural diversity of UMB (Administration and Finance).	Completion rate	No data to report at this time	
Create a proposal for advocacy/affinity groups as a means to create a safe space where groups of employees can connect and work together to further UMB's diversity and inclusion mission.	Completion of proposal	No data available; however, proposal was created and presented to the Diversity Advisory Council	The structure for this initiative needs to be established and funding needs to be secured to support existing and future affinity groups
Issued a student campus climate survey in February 2018 through the Education Advisory Board (Campus Life Services)	<ul style="list-style-type: none"> <li>• Response rate</li> <li>• University benchmark for future surveys</li> <li>• Use data to inform diversity strategic plan</li> </ul>	25% response rate from UMB students	Awaiting report from EAB containing comparison data to other schools
LGBT+ Education Programming (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> <li>• Number of programs offered</li> <li>• Total number of participants</li> </ul>	<ul style="list-style-type: none"> <li>• 8 programs</li> <li>• 93 participants</li> </ul>	<ul style="list-style-type: none"> <li>• With the current collection of program offerings, increased demand has been placed on office</li> <li>• Adjust content to focus on best practices for serving the LGBT+ community by medical professionals</li> </ul>
Safe Space Initiative (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> <li>• Number of programs offered</li> <li>• Total number of participants</li> <li>• Number of participants who successfully complete the program sign the ally pledge</li> <li>• Number of individuals trained as facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• 11 programs</li> <li>• 78 total attendees</li> <li>• 25 participants completed the program and signed the ally pledge</li> <li>• 7 individuals completed the Safe Space facilitator training</li> </ul>	Additional attention needs to be made on the individual schools to reach groups that have not participated in trainings

Diversity education co-curricular programming focused on identity and culture (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> <li>• Number of programs offered</li> <li>• Total number of program participants</li> </ul>	59 events were offered, 1388 total attendees	Be more collaborative with student groups, staff/faculty groups, and courses.
The School of Pharmacy received positive feedback regarding faculty and staff workplace climate during the 2016 campus climate survey. Since then, held focus groups to determine how to further improve the climate. Plan to develop a program/training to help managers to continue to improve workplace climate (School of Pharmacy).	Compare future campus climate survey results with results from 2016	Next campus climate survey is scheduled for 2019	
Offering unconscious bias education for students, faculty, senior administrative staff, and admissions committee (School of Medicine).	<ul style="list-style-type: none"> <li>• Percentage of faculty and staff who have completed the training</li> <li>• Climate survey results</li> </ul>	Data currently not available	
Programs and services offered through Student National Medical Association (School of Medicine).	<ul style="list-style-type: none"> <li>• Attendance of Annual Banquet</li> <li>• Attendance at events</li> <li>• SNMA member attendance at interview day lunches</li> <li>• Number and attendance of community engagement activities</li> <li>• Faculty/student mentor pairings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance by students at SNMA Annual Banquet</li> <li>• Consistent student presence at SNMA Second Look Day Happy Hour</li> <li>• Consistent SNMA member attendance at interview lunches</li> </ul>	<ul style="list-style-type: none"> <li>• Increase faculty presence at SNMA Annual Banquet</li> <li>• Increase applicant attendance at Second Look Day Happy Hour</li> </ul>
Programs and services offered through Latino Medical Student Association (School of Medicine)	Number and attendance of community engagement activities	Consistent number and attendance of community engagement activities	Develop faculty/student mentorship pairings
Programs and services offered through the Meyerhoff Scholars Program (School of Medicine).	Number of recruitment activities including campus visits at UMB and to UMBC	Consistent number of recruitment activities including campus visits at UMB and to UMBC	<ul style="list-style-type: none"> <li>• Increase number of campus visits at UMB and UMBC</li> <li>• Increase Meyerhoff scholars who matriculate to SOM</li> </ul>
Programs and services offered through University of Maryland Scholars (School of Medicine).	Number of UM Scholars graduates	Increasing number of UM Scholars graduates	Increase number of UM Scholars graduates continuing to UM SOM

Programs and services offered through the BUILD/ASCEND mentoring program out of Morgan State University to increase diversity in Biomedical Research Workforce (School of Medicine).	Number of interactions with BUILD/ASCEND scholars	Consistent number of interactions with BUILD/ASCEND scholars	Increase number of interactions with BUILD/ASCEND scholars
Programs offered through Continuing Umbrella of Research Experience (CURE) Scholars Program for sixth- to 12 <sup>th</sup> grade students in West Baltimore for competitive and rewarding research, STEM, health care career opportunities (School of Medicine).	Number of CURE scholar graduates	Growing number of CURE scholar graduates	Increase number of CURE scholar graduates matriculating to UM SOM
Programs and services offered through the Congressman Elijah Cummings' Baltimore Science Internship Program (BSIP) (School of Medicine).	Number of BSIP scholar graduates	Increasing number of BSIP scholar graduates	Increase number of BSIP graduates matriculating to UM SOM
Programs and services offered through the Post-Baccalaureate Research Education Program (PREP) (School of Medicine).	Number of PREP scholar graduates	Increasing number of PREP scholar graduates	Increase number of PREP graduates matriculating to SOM
Programs and services offered through the Bridges to the Doctorate program (School of Medicine).	Number of Bridges to Doctorate scholar graduates	Increasing number of Bridges to Doctorate graduates	Increase number of Bridges to Doctorate graduates matriculating to UM SOM
Programs and services offered through the Nathan Schnaper Intern Program (NSIP) (School of Medicine).	Number of NSIP graduates	Increasing number of NSIP graduates	Increase number of NSIP graduates matriculating to UM SOM
The International Student Mentor Program seeks to match up new international students with continuing UMB students. The program is designed to facilitate intercultural communication and relationship building across cultural lines (Campus Life Services - Office of International Services).	Number and composition of mentors and mentees, frequency of contact between mentors/mentees, evaluate development of intercultural communication skills.	1/3 of mentors during the 2017-2018 identified as U.S. students; in years past, only international students served as mentors. OIS increased the number of social events organized	Develop learning outcomes and conduct assessment throughout the year with mentors and mentees
Global Conversations Program - Provides informal opportunities for international students and scholars to develop their English conversation skills in a small group environment by discussing topics of interest, interprofessionally and intercultural (Campus Life Services - Office of International Services).	Number of groups on campus. Retention of participants over the course of the semester. Survey of participants and facilitators to determine overall satisfaction	Piloted this program in the Spring 2018 semester in collaboration with the Writing Center. We do not have assessment data on this program	
In an effort to reduce barriers to employment and encourage career mobility, <u>career development consultations</u> offered to employees who hold positions that have traditionally had little to no	Number of participants	58 staff members have participated in career development consultations	

career path or make a wage that is equal to the living wage. Majority of employees are members of traditionally underrepresented groups (Human Resource Services - Office of Career Development).			
In an effort to reduce barriers to employment and encourage career mobility, <u>computer classes</u> that introduce tasks necessary for most administrative jobs offered to employees who hold positions that have traditionally had little to no career path or make a wage that is equal to the living wage. The majority of these employees are members of traditionally underrepresented groups (Human Resource Services - Office of Career Development).	Number of participants	20 staff members have participated in the introductory computer classes	
In an effort to reduce barriers to employment and encourage career mobility, <u>internal professional internships</u> offered to employees who hold positions that have traditionally had little to no career path or make a wage that is equal to the living wage. The majority of these employees are members of traditionally underrepresented groups (Human Resource Services - Office of Career Development).	Number of participants	2 staff members were placed in internal internships	
The University has partnered with the City of Baltimore to offer a Live Near Your Work program that offers a maximum of \$16,000 towards the purchase of a home in zip codes close to campus (Human Resource Services).	Number of participants	13 UMB employees have participated in the Live Near Your Work program since January 2018	
Create and deploy a module in PeopleSoft that provides the opportunity to set up career plans and produce Individual Development Plans (IDPs) for employees' career development paths. Additionally, Individual Development Plan (IDP) progress, job move costs, training, employee appraisals, mentoring, and self-implemented career development activities can be tracked (Human Resource Services - Office of Career Development).	Successful creation and deployment of module	Career Plan & Succession module was created and has been deployed. The module is currently being used to as a central repository to capture employee interactions with the Office of Career Development	To use the module to its full capabilities, clarify workflows, update job data, and employee profiles must be accurate in HRMS system - will occur in Phase II of implementation
The Art Speaks Series features an art exhibit highlighting artists within Baltimore/Washington metro area. Artists discuss their individual life	<ul style="list-style-type: none"> <li>• Number of exhibits</li> <li>• Number of artist talks</li> <li>• Number of attendees</li> </ul>	<ul style="list-style-type: none"> <li>• 5 total exhibits</li> <li>• 3 artists have held information sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to partner with other campus entities</li> </ul>

journeys and the role of culture and identity in their art (Campus Life Services - Event Services).		<ul style="list-style-type: none"> <li>• 110 total event attendees</li> </ul>	<ul style="list-style-type: none"> <li>• Implement assessment tools</li> </ul>
Re-establish a National Black Nurses chapter (School of Nursing).	<ul style="list-style-type: none"> <li>• Re-establish chapter</li> <li>• Elect executive board</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter was re-established during AY 2018</li> <li>• Executive board was elected</li> </ul>	Be more inclusive to other traditionally represented groups
Utilize focus groups to understand diversity and inclusion training wants and needs (School of Nursing).	<ul style="list-style-type: none"> <li>• Hold focus groups</li> <li>• Organize focus group information into themes for use in determining training areas of concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Focus groups were held in April 2018</li> <li>• Data from focus group is currently being analyzed</li> </ul>	Determine mechanisms for monitoring trainings and measuring improvement
Offer faculty and staff development day during any month with 5 Mondays (School of Nursing).	<ul style="list-style-type: none"> <li>• Offer development days</li> <li>• Secure internal and external experts to discuss diversity and inclusion topics</li> </ul>	<ul style="list-style-type: none"> <li>• Development days held in October 2017 and April 2018</li> <li>• Secured internal and external experts to present content</li> </ul>	
Establish affinity group that meet monthly for fellowship and to examine ways to improve employee engagement (School of Nursing).	<ul style="list-style-type: none"> <li>• Establish groups</li> <li>• Increased mean score in climate survey</li> </ul>	Three affinity groups were created (Book Club, LGBTQ group, and Positive Black Men)	These groups are fairly new so they are faced with many opportunities
Increase the number of multilingual students served (Campus Life Services - the UMB Writing Center).	Number of total appointments/clients	Increase in total number of appointments and/or clients compared to previous years	Develop training modules on multilingual writers and language diversity for writing consultants
Provide the faculty workshop - Addressing Language Diversity in the Classroom (Campus Life Services - the UMB Writing Center).	<ul style="list-style-type: none"> <li>• Program attendance</li> <li>• Satisfaction surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty representation from all seven UMB schools</li> <li>• High satisfaction levels</li> </ul>	Develop more long-term metrics to measure learning outcomes
Pilot Voxy, an online language-learning platform, for 3-months with the following target population: post-doctoral fellows who self-identify as multilingual learners (Campus Life Services - the UMB Writing Center).	<ul style="list-style-type: none"> <li>• Participation levels</li> <li>• Pre/post language assessment scores</li> <li>• Pre/post-test of participants' comfort level with varying tasks in English</li> <li>• Satisfaction surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting set benchmarks for levels of participation</li> <li>• Increase in language assessment scores</li> <li>• Increase confidence level scores at the end of the program</li> <li>• High satisfaction levels</li> </ul>	Use pilot data to develop a course or co-curricular program to support continued language learning with measurable learning outcomes for all multilingual learners at UMB
The University supports various student affinity groups.	<ul style="list-style-type: none"> <li>• Number of University-wide groups</li> <li>• Number of School-Specific groups</li> </ul>	<ul style="list-style-type: none"> <li>• 6 cultural affinity University-wide student organizations</li> <li>• 34 school-specific affinity organizations</li> </ul>	



The establishment of the UMB Testing Center (TC) for students with disabilities (Campus Life Services - Educational Support and Disability Services).	<ul style="list-style-type: none"> <li>• Issue surveys to faculty and students who use the center</li> <li>• Pilot to one UMB school</li> <li>• Identify software for scheduling appointments</li> </ul>	<ul style="list-style-type: none"> <li>• Testing Center piloted with the school of nursing</li> <li>• An in-house software will be created to aid in scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Hire Testing Coord.</li> <li>• Expand days and hours of availability</li> <li>• Roll out TC usage to all UMB schools</li> </ul>
Offer academic Coaching services to interested students (Campus Life Services - Educational Support and Disability Services).	<ul style="list-style-type: none"> <li>• Annual surveys to students who requested the service</li> <li>• Representation of coaching program participants</li> <li>• Identify coaches who represent traditionally underrepresented groups</li> </ul>	<ul style="list-style-type: none"> <li>• Students survey results: coaching provided safe space to discuss academic challenges</li> <li>• Students and coaches tend to have diverse cultural backgrounds</li> </ul>	
Offer Disability Awareness Month workshops and seminars (Campus Life Services - Educational Support and Disability Services).	<ul style="list-style-type: none"> <li>• Annual survey to students with disabilities</li> <li>• Program attendance</li> </ul>	<ul style="list-style-type: none"> <li>• No data available at this time</li> <li>• 59 participants</li> </ul>	Create plan to directly measure impact of disability awareness efforts
Leveraging Diversity in the Workplace Learning Path (Human Resource Services)	<ul style="list-style-type: none"> <li>• Number of online workshop</li> <li>• Workshop completions</li> </ul>	<ul style="list-style-type: none"> <li>• 6 workshops</li> <li>• 36 workshop completions</li> </ul>	
Culturally Competent Leadership session offered through the Emerging Leaders program (Human Resource Services)	<ul style="list-style-type: none"> <li>• Number of participants</li> </ul>	<ul style="list-style-type: none"> <li>• 25 participants</li> </ul>	
A Manager's Guide to Diversity, Inclusion, and Accommodation (Human Resource Services)	<ul style="list-style-type: none"> <li>• Number of participants</li> </ul>	<ul style="list-style-type: none"> <li>• 560 participants</li> </ul>	
The Poverty Simulation offered to help participants better understand how this experience can be applied to access to care and utilization of services (Campus Life Services – ISLSI).	<ul style="list-style-type: none"> <li>• Number of offerings</li> <li>• Number of participants</li> </ul>	<ul style="list-style-type: none"> <li>• 9 offerings</li> <li>• 506 participants</li> </ul>	
In AY 2017/2018, the School of Social Work's Student Government Association increased their area of focus and number of events related to social justice initiatives and the enhancement of cultural humility.	Number of participants at each event, student satisfaction surveys, event debriefing with stakeholders	Quantitative survey data	Set specific measurable goals each AY for SGA groups and work towards systematic assessment

Section I - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

All campus-based hate crimes are reported through UMB's Police Force.

Section II: Institutional Plan: See Appendix A

### Section III: Demographic Data

Institutional demographic data can be found in Appendix B, C, and D for students (Table 3), faculty (Table 4), and staff (Table 5).

## Appendix A

### Section II: Institutional Plan

**Section II: Institutional Plan:** §11-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum.

#### Mission

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. Six professional schools and a Graduate School confer the majority of health care, human services, and law professional degrees in Maryland each year. 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 are committed to improving the human condition and serving the public good of Maryland and society at-large through education, research, clinical care, and service.

#### Strategic Plan

The University's current five-year strategic plan provides the framework for achieving this mission and attaining our cultural diversity goals. The 2017-2021 strategic plan was created using an inclusive process involving a 23-member committee with representation from the seven Schools, central administration, faculty, staff, and student government. The plan's essential elements were informed by the University System of Maryland Board of Regents' strategic plan, information from the Middle States reaccreditation process, and feedback from the deans of UMB's seven schools and vice presidents. Faculty, staff, students, partners, and friends assisted with the development of the plan and provided feedback through a variety of settings, including a town hall meeting. Six themes <sup>1</sup>and 28 strategic outcomes were developed with the assistance of and feedback from the UMB campus community:

<sup>1</sup> <https://www.umaryland.edu/about-umb/strategic-plan/themes/>

**Theme 1:** Health, Justice, and Social Impact

**Theme 2:** Research and Scholarship

**Theme 3:** Student Success

**Theme 4:** Inclusive Excellence

**Theme 5:** Partnership and Collaboration

**Theme 6:** Efficiency, Effectiveness, and Assessment

Specifically, the fourth theme of Inclusive Excellence embodies UMB's commitment to enhancing cultural diversity programming and sensitivity to cultural diversity throughout our students, faculty and staff. Tables I and II have highlighted many initiatives and priorities designed to advance the Inclusive Excellence strategic objective and strategic outcomes:

**Theme 4:** Inclusive Excellence: Strategic Objective

*Foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals.*

**Theme 4:** Inclusive Excellence: Strategic Outcomes

- 1. Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers.*
- 2. Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead.*
- 3. Access to a comprehensive support network at UMB that is responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students.*
- 4. An inclusive environment that embraces, celebrates, and promotes UMB's diversity.*

Schools and campus departments have simultaneously engaged in their own strategic planning processes, producing goals aligning with these and other strategic outcomes in UMB's strategic plan. To date, 207 school and departmental level goals supporting UMB's strategic plan have been entered into the University's tracking system. Progress towards attaining these goals is closely monitored by the University's Institutional Effectiveness team. Schools and departments will indicate the completion status of each goal through June 30, 2018 in an initial report of progress due in July 2018.

### **Core Values**

Our core values are inextricably linked to cultural diversity, in that our commitment to accountability, civility, collaboration, diversity, excellence, knowledge, and leadership are at the heart of our mission. The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership. Our "Diversity" value, as outlined in the UMB publication "Living the Core Values,"<sup>2</sup> is comprehensive and better positions the institution to achieve its goals:

*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, 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.*

### **Diversity Advisory Council**

UMB addresses cultural diversity among its student, faculty, and staff populations through efforts and initiatives from the President's Office, Student Affairs, the seven schools, and programming by our students. Additionally, each of the graduate and professional schools has accreditation standards that include cultural competency and diversity in the forefront of their educational efforts. The Diversity Advisory Council (DAC)<sup>3</sup> also plays a leadership role in promoting the University's commitment to diversity, inclusion, and equity. The UMB president appoints one DAC liaison from each of the seven schools. Liaisons are vital partners to the DAC and are instrumental in creating institutional change in the area of Inclusive Excellence. Liaisons are

<sup>2</sup> <https://www.umaryland.edu/media/umb/president/core-values/UMB-CV-Booklet-WEB-v2.pdf>

<sup>3</sup> <http://www.umaryland.edu/diversity/>

responsible for communicating DAC efforts to faculty, staff, and students in their respective schools. Liaisons also facilitate DAC initiatives by acting as the information conduit between the council and their respective schools. The liaison responsibilities include:

- Increase awareness of the DAC in respective schools.
- Support DAC initiatives.
- Assist in promoting and disseminating in a timely manner DAC initiatives in their respective schools.

## **Campus Initiatives**

Due to space limitations, it is not possible to list all of the campus initiatives designed to address cultural diversity among students, faculty, and staff. The following sections highlight specific and particularly noteworthy efforts designed to address and enhance cultural diversity among students, faculty and staff.

### **Students**

Each of the Schools engage in a variety of efforts to recruit, admit, and retain a diverse student body. The Schools and administrative units also provide curricular and co-curricular learning opportunities designed to enhance the cultural competency of students. The campus also provides students with opportunities to engage in service learning experiences within the City of Baltimore and beyond.

In February 2018, UMB administered the Education Advisory Board (EAB) Campus Climate Survey to students to better understand and measure students' experiences, perceptions, and behaviors with respect to diversity and inclusion at UMB. We received a response rate of 25%. These data will assist the University in creating an inclusive campus environment. Student Affairs, the Title IX Coordinator, and the Schools will use these data to inform the tailoring of policies and the development of programming. The University will also consider whether improvements are needed to our campus response to discrimination based on student responses. The results of the survey will continue to be presented to the campus community and will inform the development of additional strategic initiatives.

The campus is exploring the creation of a multicultural center and a food pantry to better meet the needs of our campus community. During Spring 2018, individuals from across campus were identified to serve on a Multicultural Center Taskforce and a Food Security Committee was created. UMB continues to respond to the needs of students, which includes incorporating additional information online regarding campus resources for students who are DACA recipients and undocumented students.

### **Staff and Faculty**

In the spring of 2018, the University Human Resources function conducted an internal focus group on the role of Human Resources in helping to make UMB a more inclusive environment. Based on the results of that focus group and other discussion, University Human Resources has engaged with the Diversity Advisory Council (DAC) to more strongly support the goals established by the DAC. This includes learning and development within the University Human Resources community and school or administrative departments. University Human Resources continues to invest in developing the skills and abilities to support the DAC and make UMB a more diverse and inclusive environment. This is the first time that the University Human

Resources function has taken on a coordinated approach to Diversity and Inclusion. Continued development of both knowledge, services and resources is addressed in the University Human Resources strategic plan.

In 2016 UMB partnered with Gallup, an internationally recognized survey firm, to conduct a university wide climate and employee and student engagement survey. The goal was to better understand how our students, faculty and staff perceive our environment. The survey was conducted in May 2016 and received a response rate of 41% overall. The survey results were shared in a variety of venues in 2016 and 2017. The HR team has presented the 2016 survey results to the leadership of each of the schools and major administrative departments. Each school or administrative department has shared this information within their school to varying degrees according to their own individual plan. In some cases, action plans have been developed to address any issues identified through the 2016 survey.

UMB is on target to resurvey the staff and faculty in the spring of 2019. UMB has learned from the 2016 process of conducting the survey, sharing the data and facilitating actions based on the survey results. In partnership with key stakeholders at UMB, a plan is being developed in the Summer of 2018 to conduct a follow up survey in the Spring of 2019. This will include a series of activities to review the data and actions taken based on the 2016 survey, increase awareness of and promote participation in the 2019 organizational survey, compare the results of 2016 to 2019 and then implement an action planning process to identify opportunities and methods to address identified issues.

### **Students, Faculty, and Staff**

During the 2017-2018 Academic Year, UMB enrolled in the American Council of Education (ACE) Internationalization Lab for the 2018-2020 cycle. This laboratory will place UMB in a cohort with other universities in the U.S. and internationally to work towards comprehensive internationalization. A steering committee and topic-focused sub groups will identify UMB's existing global footprint and develop a strategic plan for internationalization that is tailored to UMB's strengths in teaching, research and service. A major focus of this laboratory includes areas such as recruiting, retaining and supporting international students, increasing the presence of underrepresented minority students in education abroad, integrating global topics into the curriculum, faculty policies that reward global engagement, and promoting intercultural competence through curricular and co-curricular programs. ACE's internationalization lab has a structured timeline in which deliverables are due throughout the 18 month process. The end goal of the lab is the development and approval of a comprehensive internationalization strategic plan that will guide UMB's global initiatives in the future.

### **Process for Reporting Campus-Based Hate Crimes**

The University of Maryland, Baltimore Department of Public Safety adheres to interdepartmental policy and procedures outlined in Written Directive 14.4 entitled, "Clery Reporting Policy" Section II states: "It shall be the policy of the Force to comply with federal laws impacting the daily administration and operation of the UMBPF and to comply with obligations and requirements of the "Clery Act." We publish and distribute an annual "Clery Report" to the US Department of Education. The report identifies campus-based hate crimes as consistent with federal and institutional requirements. The report is published and distributed no later than the 1<sup>st</sup> of October of each year by the agency's Technical Services and Records Lieutenant or designee, consistent with the mandates of the Jeanne "Clery Act" disclosure of campus policy and campus crime statistics. An annual notice of the availability of the campus crime report is generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than 10 days from the date of publication of the report by the U.S. Department of Education.

As a public safety organization, the UMB Department of Public Safety provides policy disclosures, collects, classifies and counts crime reports and statistics and issues emergency notifications and timely warnings in addition to retaining certain records for the dissemination of information. The submission of all statistical data is initiated annually by the 1<sup>st</sup> of August using an electronic online submission to the U.S. Department of Education's website. The submission of all "Clery Act" reportable statistical data including (hate-crimes) is completed annually to comply with the "2008 Amendments to the "Clery Act" which mandates that "Hate Crimes" be reported in the published annual "Clery Act" report.

In addition, in support of the mandated requirements for compliance by the University of Maryland, Baltimore Department of Public Safety, regarding the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; Title 20, USC, SS 1092 (f), the records section request submission of required reporting from the Baltimore Police Department's Central and Western Districts which surround the University. The agency makes crime logs available to all students, employees, prospective students and prospective employees and members of the public at the Police Communications Center.

Also, the University of Maryland, Baltimore Department of Public Safety, works with the Executive Director of Diversity and Inclusion/Title IX Coordinator. The Executive Director of Diversity and Inclusion/Title IX Coordinator works closely with our agency's Clery and Victim Assistance Coordinators as needed. The Executive Director of Diversity and Inclusion/Title IX Coordinator also manages policies and procedures that permit administrative review and response apart from law enforcement when there is a hate crime including sexual violence. Where the alleged perpetrator is a member of the campus community, Office of Diversity and Inclusion/Title IX can establish a review process that includes assuring accountability for actions substantiated as having occurred. Also, when the impacted party is a member of the campus community, they can provide support and assistance to assure ongoing access to work, school, and other services.

#### **Summary of Any Resources, Including State Grants, Needed by the Institution to Effectively Recruit and Retain a Culturally-Diverse Student Body**

UMB professional schools recruit and retain some of the best under-represented minorities, but often times, students are selecting other institutions where they receive a scholarship offer that covers tuition. Our awards across the schools range from \$2,000 to \$35,000. Additional funding would allow us to increase awards to make a meaningful impact in the funding provided to this cohort of students whose presence in the classroom provides a richness to human services and health care educational experience.

Minority students represented 2,887 (43%) of the 6,687 enrollment total during Spring 2018. UMB awarded \$2,501,353 in state funds to 305 students to recruit and retain diverse students in the School of Medicine, School of Dentistry, Carey School of Law, School of Pharmacy, the School of Social Work, and the Department of Medical & Research Technology. Ten percent of the minority students enrolled in Spring 2018 received state funding. Minority diversity differs based on the school and program.



2017-2018 Academic Year Diversity Awards

	Dollar Amount	Number of Students
School of Medicine - MD	\$1,468,750	59
School of Dentistry - DDS	\$407,000	83
Carey School of Law - JD	\$332,963	38
School of Pharmacy - Pharm D	\$136,400	68
School of Social Work - MSW	\$132,500	36
Department of Medical & Research Technology	\$23,740	21
Total Awarded	\$2,501,353	305

## Appendix B

### Table 3: Student Demographic Information

#### Students by Race and Gender

Year		Race	Total	Pct	Gender	
					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 American Indian/Alaska Native	833	15.2%	170	663
			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 American Indian/Alaska Native	162	18.7%	34	128
			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 American Indian/Alaska Native	884	16.2%	193	691
			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
			5463		1697	3766
	Total		6329		1819	4510
2016	Undergraduate	African American/Black	166	18.3%	139	27
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	136	15.0%	115	21
		Hispanic/Latino	53	5.9%	48	5
		International	18	2.0%	15	3
		Not Reported	12	1.3%	8	4
		Two or More Races	32	3.5%	26	6
		White	487	53.8%	425	62
			905		776	129
	Graduate	African American/Black	950	17.0%	733	217
		American Indian/Alaska Native	8	0.1%	7	1
		Asian	897	16.1%	599	298
		Hispanic/Latino	347	6.2%	250	97
		International	268	4.8%	171	97
		Not Reported	88	1.6%	60	28
		Other Pacific Islander	3	0.1%	1	2
		Two or More Races	172	3.1%	122	50
		White	2844	51.0%	1923	921
			5577		3866	1711
	Total		6482		4642	1840
2017	Undergraduate	African American/Black	179	19.8%	149	30
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	163	18.0%	134	29

	Hispanic/Latino	67	7.4%	59	8
	International	21	2.3%	19	2
	Not Reported	8	0.9%	3	5
	Two or More Races	37	4.1%	33	4
	White	453	50.1%	405	48
		929		802	127
Graduate	African American/Black	1007	18.1%	789	218
	American Indian/Alaska Native	4	0.1%	3	1
	Asian	918	16.5%	602	316
	Hispanic/Latino	334	6.0%	252	82
	International	260	4.7%	174	86
	Not Reported	113	2.0%	74	39
	Other Pacific Islander	3	0.1%	2	1
	Two or More Races	187	3.4%	134	53
	White	2948	52.9%	2047	901
		5774		4077	1697
Total		6703		4879	1824



## Appendix C

### Table 4: Faculty Demographic Information

#### Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
Tenured/Tenure-Track	2009	African American	34	5.76%	14	20	
		Asian/Pacific Islander	77	13.05%	19	58	
		Hispanic	15	2.54%	4	11	
		Native American	2	0.34%	1	1	
		White	462	78.31%	136	326	
				590		174	416
	2010	African American/Black	30	5.26%	12	18	
		American Indian/Alaska Native	2	0.35%	1	1	
		Asian	77	13.51%	15	62	
		Hispanic/Latino	15	2.63%	5	10	
		Other Pacific Islander	1	0.18%	.	1	
		White	445	78.07%	133	312	
				570		166	404
	2011	African American/Black	29	5.14%	12	17	
		American Indian/Alaska Native	2	0.35%	1	1	
		Asian	80	14.18%	16	64	
		Hispanic/Latino	14	2.48%	5	9	
		Not Reported	1	0.18%	1	.	
		Other Pacific Islander	1	0.18%	.	1	
		White	437	77.48%	135	302	
			564		170	394	
2012	African American/Black	31	5.54%	13	18		

	American Indian/Alaska Native	2	0.36%	1	1
	Asian	82	14.64%	17	65
	Hispanic/Latino	12	2.14%	4	8
	Not Reported	1	0.18%	1	.
	White	432	77.14%	135	297
		560		171	389
<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
<hr/>					
2016	African American/Black	27	5.23%	13	14
	American Indian/Alaska Native	3	0.58%	1	2

	Asian	86	16.67%	18	68
	Hispanic/Latino	9	1.74%	2	7
	Not Reported	1	0.19%	.	1
	White	390	75.58%	133	257
		516		167	349
<hr/>					
2017	African American/Black	27	5.23%	13	14
	American Indian/Alaska Native	3	0.58%	1	2
	Asian	85	16.47%	22	63
	Hispanic/Latino	11	2.13%	3	8
	Not Reported	1	0.19%	.	1
	Not Reported	1	0.19%	1	.
	White	382	74.03%	130	252
		510		170	340

### Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
Non-Tenure Track*	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
		2722		1511	1211
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
		2585		1420	1165
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
		<hr/>		2518	1399 1119
2016	African American/Black	264	10.29%	185	79
	American Indian/Alaska Native	1	0.04%	1	.
	Asian	541	21.08%	257	284
	Hispanic/Latino	62	2.42%	35	27
	Other Pacific Islander	3	0.12%	3	.
	Two or More Races	18	0.70%	10	8
	White	1677	65.35%	973	704
		<hr/>		2566	1464 1102
2017	African American/Black	296	11.54%	212	84
	American Indian/Alaska Native	2	0.08%	2	.
	Asian	542	21.12%	248	294
	Hispanic/Latino	84	3.27%	49	35
	Not Reported	1	0.04%	1	.
	Other Pacific Islander	2	0.08%	2	.
	Two or More Races	16	0.62%	10	6
	White	1706	66.48%	1009	697
		<hr/>		2649	1533 1116

\* Includes employees classified as "fellows" (EEO6=8) having a federal standard occupational classification within Education, Training and Library Occupations.

## Appendix D

### Table 5: Staff Demographic Information

#### Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender		
					F	M	
Staff	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
2016	African American/Black	1226	33.21%	848	378
	American Indian/Alaska Native	5	0.14%	2	3
	Asian	342	9.26%	217	125
	Hispanic/Latino	78	2.11%	53	25
	Not Reported	1	0.03%	.	1
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	37	1.00%	29	8
	White	2001	54.20%	1328	673
	3692		2479	1213	
2017	African American/Black	1256	34.02%	883	373
	American Indian/Alaska Native	4	0.11%	2	2
	Asian	354	9.59%	232	122
	Hispanic/Latino	91	2.46%	62	29
	Not Reported	1	0.03%	1	.
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	39	1.06%	32	7
	White	2026	54.88%	1330	696
	3773		2544	1229	

**THIS PAGE IS INTENTIONALLY LEFT BLANK**

# 2017 - 18 Annual Institutional Report on Programs of Cultural Diversity - UMBC – June 29, 20189

Contact Person: Beth Wells, [bwells@umbc.edu](mailto:bwells@umbc.edu)

## Section I: Progress Report

**Table 1: Reporting of Goals**

**Table 1**

**USM Goal 1:** Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. UMBC Goal 1 (from 2009 Diversity Plan):

To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community UMBC Goal 4 (from 2009 Diversity Plan):

To encourage and support individual development and advancement

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<b>Enrollment Management:</b> Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC	Attendance for the Spring 2017 event: 41 students; 91 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC	Attendance for the Spring 2017 event: 81 students; 250 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
UMBC Superintendent's/CEO Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and socio-economic) including Baltimore City and Prince George's County.	Number of eligible students from each school district offered an award.  Number of awardees who ultimately enroll.	For Fall 2017, 3 students in Baltimore City and 5 students in PG County qualified for a CEO award, an increase of 100% over Fall 2016. 83 admitted freshmen from Baltimore City and 221 from Prince George's County were offered merit awards ranging from \$1,000 to \$15,000 each of four years of study. Of these, 12 students from Baltimore City and 44 from Prince George's County accepted, compared to 15 and 22 respectively for Fall 2016	Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.
UMBC Partnership with Raise.me (a micro-scholarship initiative) - Targets public school students in systems with under-represented populations (ethnic and socio-economic) including Baltimore City and other urban districts.	Number of students who identify UMBC as a school of interest. Number of students who apply to UMBC, Number of students who are admitted to UMBC Number of students who were awarded merit scholarships.	For Fall 2017 entering class, 2,291 students indicated interest in UMBC. Of those, 281 applied for admission, 227 were admitted and 192 were offered a scholarship.	Deepen the analysis to identify groups which make up these pools of students to identify how many under-represented students are accessing the tool and are ultimately admitted to UMBC.
Financial Aid Outreach with Building Steps which serves first generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM fields	Number of workshop attendees Number of workshop attendees completing the FAFSA during the workshop.	The most recent workshop was held in October 2017 for the 2018-19 application year. Eighteen students and their families attended the event (a total of 42 attendees). Twelve of the eighteen students successfully completed and submitted the FAFSA.	The OFAS will continue to partner with Building Steps to provide needed assistance to guide these families through the financial aid application process.
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.	Number of high schools served through the program each year. Number of students and families served through the program each year.	For calendar year 2017, the office provided more than 13 separate financial aid events, which included presentations as well as FAFSA completion at area high schools. Numbers of students and families served not available.	The OFAS will continue to make itself available to high schools and support programs to provide for financial aid education and FAFSA completions.

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<p><b>“Golden Ticket” Pre-Orientation Advising</b> –This pre-orientation advising initiative provides first generation students and their families the opportunity to meet with an academic advisor <i>before</i> their scheduled orientation for an overview of the academic requirements and academic planning tools, to have questions and concerns addressed and to build a preliminary schedule. When students attend their scheduled orientation - Golden Ticket students are offered an “early” advising session to secure their official schedules and receive final recommendations, suggestions and referrals.</p>	<p>Number of program participants First year retention of program participants Average GPA of program participants Graduation Rates – 4 year, 5 year, 6 year – of program participants.</p>	<p>In Summer 2017, 11 students and their families participated in the Golden Ticket pre-orientation advising.</p> <p>All 11 students were retained from first semester to second semester.</p> <p>Average fall 2017 gpa of participants is 2.9.</p>	<p>Recruiting more first-generation students to participate in the Golden Ticket program.</p> <p>Automate the communication process (over time) to allow for better business continuity practices.</p> <p>Create more targeted reports to address metrics associated with the program.</p>
<p><b>Faculty Diversity and Faculty Development Center -</b> Continued Implementation and Expansion of UMBC STRIDE</p>	<p>Offered eight focused conversations: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Best Practices for Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, Best Practices for Inclusive Mentoring, Developing an Effective Diversity Hiring Recruitment Plan. Provided consultations to search committees and departments.</p>	<p>STRIDE has offered eight focused conversations in AY 17-18 with revised materials. In AY 17-18, STRIDE facilitated 20 department/search committee consultations.</p>	<p>Continue the expansion of work in the College of Engineering and Information Technology. Continue the dissemination of our work and best practices to internal and external audiences.</p>
<p>Interfolio Faculty Search</p>	<p>Continued monitoring of the diversity of our applicant pools in the aggregate and at specific points across the lifecycle of the search in the URM Executive Committee.</p>	<p>The Office of the Provost, in partnership with the Deans’ office’s use Interfolio data to monitor the diversity of the applicant pool for all faculty searches at the application close date, long list, short list, interview, and offer stage.</p>	<p>Continual assessment of the diversity of our applicant pools at various stages across the lifecycle of the search to make adjustments in the search process when and where necessary.</p>
<p>Postdoctoral Fellowship for Faculty Diversity</p>	<p>Successful conversion of postdocs from Cohort IV into tenure track positions. Recruitment of a diverse pool of applicants for Cohort V 2019-2021. Departmental investment in the recruitment process and support of fellowship program. Representations of the College of Engineering and Information Technology in the program. Development of a brochure to promote the fellowship at recruiting venues.</p>	<p>Received 255 applications for Cohort IV, largest applicant pool ever, due to departments actively recruiting for the fellowship. We offered the fellowship to 8 finalists, and 7 fellows accepted and began their fellowships on July 1, 2017. A fellow was recruited into our College of Engineering and Information Technology, but ultimately declined the fellowship. The 7 fellows that accepted are all in our College of Arts, Humanities, and Social Sciences.</p>	<p>Continuously monitoring the on-boarding of new postdocs, and assessing their research, teaching, and professional development progress through the Mentor and Mentee semester reporting mechanism. Evaluating the application and interview process from Cohort IV to make necessary changes for the next cohort.</p>
<p>Pilot of CNMS Natural Sciences Pre-professoriate fellowship</p>	<p>Successful hiring of two pre-professoriate fellows in Biological Science and Chemistry and Biochemistry.</p>	<p>As of February 2017, the recruitment process is underway for both positions.</p>	<p>Continuously monitor diversity of applicant pool and efforts by departmental faculty to recruit candidates for both positions. Monitor on- boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress.</p>
<p><b>Graduate School</b> - Recruitment: Summer Horizons Program– co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland’s AGEP; the USM Louis Stokes Alliance for Minority Participation (LSAMP), and the Meyerhoff Graduate Fellows Program.</p>	<p>We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered. Questions are designed to see if we are meeting needs of URM undergraduates, with respect to increasing their preparation for graduate school.</p>	<p>Underrepresented Minority Students = 68% (not including those who identified within the broad category of “Asian-American/Pacific Islander”) 45% of the participants had not had information on preparing for graduate school prior to attending the Summer Horizons program. 64% did not know that there were funding opportunities available through NASA.</p>	<p>We want to be sure that we are reaching all underrepresented undergraduate students. Most participants (63%) learned about the program through their summer research/internship programs, faculty, or university staff members</p>

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<b>PROMISE Engineering Institute (PEI):</b> As part of faculty diversity recruitment efforts, UMBC (COEIT) leads a new grant with MSU, UMCP, and JHU, to expedite the career preparation of graduate students and postdoctoral fellows so that they can be considered for tenure-track faculty positions. This is a NEW * discipline-specific* effort.	PEI is in early stages, and the Co-PIs are planning the activities for 2018-2019. WESTAT, an independent evaluation firm will be conducting the summative evaluation. Formative evaluation will be handled internally.	Some of the international excursions, and discussions on connecting humanitarian engineering content to student programming, are contributing to the research on retaining underrepresented students.	An official launch will be held on August 18, 2018 as part of the PROMISE AGEP's Summer Success Institute (SSI). A primary task is to be sure that all URM graduate students, postdoctoral fellows, and faculty of all types are reached.
<b>Human Resources</b> - PageUp applicant tracking system implemented in 2017 for nonexempt and exempt staff positions.  Utilize system for data collection and reporting.	Previous manual paper system of collecting voluntary demographics on applicants produced a very low response rate (< 10 percent). We now have the ability to collect voluntary demographic data on all applicants in the PageUp system (100 percent).	Implement Job Specific EEO/Diversity report on applicant pools for search committee use to evaluate race/ethnicity of entire applicant pool and at various stages of the hiring/selection process (search committee review, phone interview, and in-person interviews).	Additional training to search committees
Advertising venues	Capture analytics from advertising source to determine if attracting diverse applicant pool.  Frequently used websites to advertise staff positions (UMBC Jobs, higheredjobs.com and Indeed) indicate diverse applicant pool.	Continue efforts to attract diverse applicant pool Current 2017 applicant demographics: Race: 43% Caucasian; 38% African-American; 9% Asian; 1.5% American Indian/Native Alaskan; .5% Native Hawaiian/Other Pacific Islander and 8% undisclosed. Hispanic/Latino: 4.5 % yes; 87% No; 8.5% undisclosed. Gender: 66% females 31% males 3% undisclosed Veteran Status: 1.5 % Protected Veterans; 97% non-Protected Veterans; 2% undisclosed Disability Status: 5% indicated a disability; 87% indicate no disability; 7% undisclosed.	
HR Outreach to campus search committees	Monitor diversity of search committees and in-person charge to campus search committees regarding diverse candidate pools	Ensure members of search committees are aware of campus mission of recruitment diversity	Additional staff/resources to provide training
<b>Student Affairs</b> -Creation and implementation of Transgender Support Policy and Subcommittee in Athletics	Compliance with NCAA guidelines and policies regarding transgender student-athletes.	Recurring review and compliance with NCAA guidelines.	After formal adoption of Transgender Support Policy, monitor implementation.
<b>Women's Center</b> - Returning Women Students Scholars + Affiliates Program	Tracking/attendance of scholarship funding and events; Retention and graduation rates; Program and event evaluations; Feedback from mid-semester check-ins	\$65,736 in scholarships awarded in FY18; 27 scholars + affiliates are part of program. Program assessment was conducted in Fall 2017 to include survey and focus groups. Retention data from Fall 2016 to Spring 2017 semesters based on Newcombe scholarship recipients (n=15) vs non-Newcombe scholarship recipients (n=22) is 92% vs 60	Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program
<b>Meyerhoff Scholars Program</b> - During the AY 2017-2018 a total of 5 staff and 260 students from the Meyerhoff Scholars Program.	Demographic data for the number of students in the Meyerhoff Scholars Program	260 students are currently enrolled in the program for the 2017-2018 academic year, of whom 63% are African American, 15% Caucasian, 11% Asian, 10% Hispanic, 1% Native American.	
Continue recruiting the best academically diverse students every year using Selection Weekend. Migrated to an online application to provide better access and data collection.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 491 (50% URM) Selection Weekend – 245 (60% URM) Offers – 102 (80% URM) Accepted – 49 (80% URM)	Continue to recruit a diverse group of students in STEM with the focus of attaining a Ph.D. or MD/Ph.D. Increasing the access to the online application.

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
Continue recruiting the best academically diverse students every year using Selection Weekend. Migrated to an online application to provide better access and data collection.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 491 (50% URM) Selection Weekend – 245 (60% URM) Offers – 102 (80% URM) Accepted – 49 (80% URM)	Continue to recruit a diverse group of students in STEM with the focus of attaining a Ph.D. or MD/Ph.D. Increasing the access to the online application.
Maintain high GPA and Retention rates in STEM.	Retention Rate since the inception of the Meyerhoff Program in 1989 Average GPA of Current Meyerhoff Scholars	Historical Retention Rate – 90% (89% URM) Average GPA – 3.56 (3.54 URM)	Maintain high expectations and guidance with staff and peer advising.
Graduating students for the academic year 2017-2018 placement.	Number of Graduates Number of Graduates placed in Graduate and Professional Degree Programs	Graduates – 55 Placement into Graduate and Professional Programs – 45 (82%) (69%URM)	Work with Graduate schools to provide access to our scholars.
Record number of Meyerhoff Alumni attaining graduate degrees in the sciences	Total number of PhDs Total number of MD/PhDs Total number of Degrees	Total PhDs – 287 (75% URM) Total MD/PhDs – 53 (85% URM) Total Degrees – 822 (77% URM)	Every year more and more students are graduating from programs all across the country. Give support and advising to current Alumni.
Partnership with Sponsors for Educational Opportunity Program (SEO). A free eight-year academic program that gets low-income public high school students to and through college—with a 90% college graduation rate.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 21 Selection Weekend – 10 Offers – 5 Accepted – 2	Continue working with the SEO Program to recruit more high achieving students.
<b>MARCU STAR</b> – Increase participation of underrepresented (UR) undergraduate students at UMBC in biomedically related fields with the objective of attending a PhD or MDPHD program upon the completion of a bachelors degree	We have 40 slots with 20 juniors and 20senior year. We measure graduation rate, STEM major and acceptance and matriculation into graduate MDPHD and PhD programs. In 2018 of the 19 graduates 18 enrolled in PhD or MDPHD programs (95%).	Since the inception in 1998 we have had 440 trainees with a matriculation rate in graduate programs of 70 %.	Recruitment of students with disabilities. Aim for a 100% matriculation rate to graduate school.

**Table 2: Reporting of Goal.**

**Table 2**

**USM Goal 2:** Create positive interactions and cultural awareness among students, faculty, and staff on campus. **UMBC Goal 2** (from 2018 Diversity Plan): To provide conditions for personal success. **UMBC Goal 3** (from 2018 Diversity Plan): To provide a culture of safety, inclusion and respect

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• Curricular initiatives that promote cultural diversity in the classroom, and</li> <li>• Co-curricular programming for students.</li> </ul>			
<b>Faculty Diversity and Faculty Development Center</b> - Help instructors make their classrooms welcoming for all students	Maintain online resources and conduct workshops to help instructors make their classrooms welcoming for all students and to provide instructors with tools for handling difficult conversations around diversity issues.	In January, 2017, Faculty Development Center (FDC) added resources to webpage on teaching in diverse classroom. These pages are updated as new resources become available. In 2017-18 a faculty workshop was held on Inclusive STEM Teaching, and a faculty book discussion dealing with helping students reclaim cognitive resources lost to poverty, racism, and social marginalization.	Continue tailoring resources and workshops based on needs of our faculty and students

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• Curricular initiatives that promote cultural diversity in the classroom, and</li> <li>• Co-curricular programming for students.</li> </ul>	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
<b>Graduate School</b> - Success Seminars, sponsored by PROMISE: Maryland's AGEP and The Graduate School, including co-sponsored events with the ADVANCE network for women faculty. Seminars also include holistic professional development such as financial literacy, with topics that include attention to issues such as unsavory lending practices toward underrepresented groups, implicit bias in the institution and in the workplace, cultural taxes, and more	Sponsored approximately 20 seminars and events in 2017-2018. All events have evaluations. Seminars include: Work-Life Balance; Stoop Stories: Let your research tell a story; How to prepare a TED-styled talk; Responsible Conduct of Research; Understanding credit scores	Data show students receive information from professional development seminars and workshops that they aren't receiving within the departments. This fills gaps related to degree completion and career preparation.	Continue to improve opportunities for online learning, by capturing content through either webcasting, or providing additional webinars to reach largest number of students. Larger seminars atTrack 70-100 students, and smaller seminars atTrack 20-30 participants.
The Summer Success Institute, sponsored by PROMISE: Maryland's AGEP, intended to increase significantly the number of domestic students receiving doctoral degrees in the sciences, technology, engineering, and mathematics (STEM), with special emphasis on those population groups underrepresented in these fields (i.e., African-Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians or other Pacific Islanders).	Two days of programming in August, including activities connected to Dissertation House and the Bridging conference co-hosted with the USM LSAMP group. We ask questions during registration process and have evaluations for select sessions during event. The 2017 SSI workshops focused on science communication, preparation for leadership, and academic success.	In 2017, the # of participants who completed the survey was 86. 92% stated that the program provides them with a stronger sense of identity as a scholar. SSI invests in bringing "Mentors-in-Residence" to the event – these are faculty and leaders of color who are already role models in their respective fields.	Providing professional development programming that isn't covered by labs or other university entities is a top priority for organizers of SSI. SSI works to improve visibility of faculty of color in STEM professoriate, hopefully convincing more scholars of color to consider faculty careers.
Use of #ThinkBigDiversity hashtag to promote diverse conversations and programming online. The #ThinkBigDiversity hashtag now has a national audience.	Particular emphasis given to Twitter and Instagram and use of "Hashtagging activism" which can extend communities of constituents and build social capital. Conversations on Twitter are vehicles for consciousness raising activities that can build a STEM program's brand, increase visibility of interventions and highlight program success. PROMISE uses the hashtag #ThinkBigDiversity as a retention tool.	Between Jan 1, 2016 - May 23, 2018, there were 32,684,047 impressions, 9,750 posts, and a reach of 2,884,293.	The hashtag will continue to be used, and there will be retention-based campaigns around it in summer 2018. There will also be additional examination of the analytics.
<b>Human Resources</b> - Preventing and Responding to Hate/Bias/Climate Concerns (HR Diversity Learning Track; 9/29/17)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: greater understanding of restorative justice, restorative theories, principles, and how practices can be used to transform how we prevent and respond to hate/bias/climate concerns at UMBC. This session is open to all UMBC faculty, students and staff.	18 attended (7 staff, 11 students). Of these, 5 responded to survey. Prior knowledge: 0% reported excellent prior knowledge; 40% above average; 40% average prior knowledge; and 20% below average, skills and abilities related to objectives. Knowledge post-session: 33% reported above average; and 66.67% reported average.	66.67% of respondents rated overall course content above average and 33.33% average. Attendees recommended more group conversation.
Misperceptions and the Media (HR Diversity Learning Track; 10/24/2017)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: heightened awareness about how race, power, and privilege and how the media feeds into our collective unconscious thinking, as well as learning strategies on how to observe the media differently and be able to challenge the 'facts.'	18 attended (15 staff, 1 faculty, 2 students). Of these, 11 responded to survey. Prior knowledge: 27.27% reported excellent prior knowledge; 54.55% above average; and 18.18% average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 75% reported excellent; and 25% reported above average.	75% of respondents rated overall course content excellent and 25% above average. Attendees recommended a symposium and more Q&A.

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• Curricular initiatives that promote cultural diversity in the classroom, and</li> <li>• Co-curricular programming for students.</li> </ul>	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Unearthing Unconscious Bias (HR Diversity Learning Track; 12/1/2017)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: what unconscious bias is, how it shows up at home, in the workplace and particularly in our higher education environment, and ways to confront our own biases as well as illuminating and effectively confronting those of others.	23 attended (20 staff, 3 faculty). Of these, 14 responded to survey. Prior knowledge: 28.57% reported excellent prior knowledge; 35.71% above average; 28.57% average; and 7.14% below average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 16.67% reported excellent; 75% reported above average and 8.33% average.	45.45% of respondents rated overall course content excellent, 36.36% above average and 18.18% average. Attendees recommended a longer, more in-depth session
Allyship: Supporting our LGBTQ+ Community (HR Diversity Learning Track; 1/23/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: increased understanding around how it manifests in personal and professional life (particularly in our higher education environment); learn applied strategies for confronting our own biases as well as effectively confronting those of others (particularly around judgment and decision-making processes).	11 attended (6 staff, 5 faculty). Of these, 9 responded to survey. Prior knowledge: 33.33% reported excellent prior knowledge; 44.44% above average; 28.57% average; and 11.11% below average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 37.50% reported excellent; 37.50% reported above average and 25% average.	62.50% of respondents rated overall course content excellent and 37.50% above average. Attendees recommended a longer, more focused session and offering a part II session.
ACIREMA: Understanding the International Student Experience (HR Diversity Learning Track; 2/14/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: enhanced understanding regarding the multitude of hurdles that international students face in their quest for a U.S. education; increased ability to relate and be helpful in working with international students; enhanced empathy and understanding and decreased judgment.	17 attended (17 staff). Of these, 13 responded to survey. Prior knowledge: 15.38% reported above average prior knowledge; 53.85% average; 23.08% below average; and 7.69% poor prior knowledge, skills and abilities related to objectives. Knowledge post-session: 16.67% reported excellent; 66.67% reported above average and 16.67% average.	66.67% of respondents rated overall course content excellent and 33.33% above average. Attendees recommended including international students as facilitators.
Intercultural Development (HR Diversity Learning Track; 5/10/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Definition of terms and exploration of the IDI questionnaire results (a statistically reliable and rigorously validated 50-item questionnaire designed to measure intercultural competence at the individual, group and organizational levels); increased awareness and understanding of basic and intermediate concepts related to intercultural communication; development of skills designed to improve their interactions across cultural difference..	18 attended (18 staff). Of these, 11 responded to survey. Prior knowledge: 54.55% reported above average prior knowledge; and 45.45% below average; prior knowledge, skills and abilities related to objectives. Knowledge post-session: 9.09% reported excellent; 81.82% reported above average and 9.09% average.	36.36% of respondents rated overall course content excellent; 36.36% above average; and 27.27% average. Attendees recommended more practical examples and personalization.
Career Center hosted a Diversity Recruitment Event for students, with dinner with broad range of employers who are interested in diversifying their workforce with intern and full-time hires from UMBC.	Student and employer attendance; Hiring data from students/employers	195 students attended in Fall 2017 compared to 231 student attendees in Fall 2016. 33 employers participated in Fall 2017, full capacity for event.	Develop more effective/efficient method to collect hiring data from employers.



Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• Curricular initiatives that promote cultural diversity in the classroom, and</li> <li>• Co-curricular programming for students.</li> </ul>	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Career Center collaborated with International Education Services on International Student Career Conference for unique needs of international students in job search process in U.S.	Student Attendance. Post-participation survey measured: Satisfaction	76 students attended the Spring 2018 conference compared to roughly 100 in spring 2017.	Continue to increase student participation.
Campus Life Student Staff Training – Micro-aggressions	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying micro-aggressions; Using skills to address micro-aggressions; Level of preparation to respond to micro-aggression	97% of participants reported being able to identify a micro-aggression; 92% report they've learned at least one skill in addressing micro-aggression; 95% of participants reported they feel more prepared to respond to micro-aggression	Opportunities for follow-up dialogues with student staff on what they learned (e.g. examples, strategies they've used, how they've talked with others about this topic, etc.)
Campus Life Student Staff Training – Multicultural Competence	Post-training evaluation administered to measure: Presenter satisfaction; what students wanted to learn more about related to topic	96% of participants reported that they can identify at least one facet of their own identity; 94% reported that they understand how their identity impacts their work; 98% know at least one resource provided through the Mosaic and/or Women's Center	Integrate recommendations into training based on qualitative responses from participants.
Resident Advisor Fall Training Program- 3 Hour session on Multicultural Awareness for all Resident Assistant, Desk Staff and Desk Managers conducted by Dr.Kimberly Moffit.	Student staff survey administered to measure: Satisfaction with training; Knowledge gained; Ability and confidence to use knowledge gained	211 students attended.	TBD based upon analysis and interpretation of data.
Mosaic Diversity Presenter (MDP) Workshops and Facilitated Discussions – Topics included: Communicating Across Difference, Multiculturalism and Inclusion, Diversity Awareness Social Identity-based allyship and advocacy, Diversity Awareness	Post-Discussion/Workshop Participant Surveys measured satisfaction	Data from Fall 2017: 84.5% of participants believe that CSJ is improving UMBC's campus climate regarding social justice issues; 67.1% of participants believe that there are sufficient opportunities to learn about social justice issues at UMBC.	Train the Trainer program and on-going assessment needed.
Student Life – Mosaic Center: Population-focused outreach and event support to traditionally underrepresented students and student organizations (specifically LGBTQ, Africana , Hispanic/Latinx, Asian Diasporic populations and religious/spiritual groups – ex. Muslim Student Association, Hillel, and Catholic Retrievers)	Meeting attendance tracked through Google calendar.	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
4 Staff Development Workshops focused on Diversity/Inclusion topics. Topics included; Understanding Islam and Working with Muslim Students, Growing up Trans, Black America Since MLK (video & discussion) Part 1 & 2; Disability Services and Counseling Services	Meeting attendance tracked through Google calendar.	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
Held a faculty breakfast and hosted Tawny McManus, director of the Office of Accessibility and Disability Services, to speak on how best to prepare and support students with disabilities as they pursue professional experiences through internships.	Post-event participant surveys administered to measure Satisfaction Knowledge gained Comfort with content	Approximately 30 participants completed all 4 sessions of training. Survey data indicated that all respondents reported gains in knowledge. 86% of respondents reported interest in continued participation.	Engaging more staff. Providing opportunities for engagement. On-going community development of this group.
Trans Support Group is a semester-long, emotional support group for UMBC students who identify as trans, genderqueer, gender fluid, non-binary, bigender, and/or those who are questioning their gender identity. This is a student-centered group to explore gender identity as well as gain support from peers on issues that may impact trans college students experience	Faculty and staff attendance	Over 20 faculty and staff attended the event, materials to help support students were shared	Continue to develop ways to better support students.

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• Curricular initiatives that promote cultural diversity in the classroom, and</li> <li>• Co-curricular programming for students.</li> </ul>	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Commuter Assistants, in collaboration with the Women’s Center and the Mosaic Center, hosted a commuter connection event called, “Unity and Diversity,” focused on understanding multiple demographic identities including, race, gender, sexual orientation, religion, etc.	Number of total participants; Number of total sessions	Approximately 7 student participants For 18 sessions	Continue to increase student participation.
Campus Life – Mosaic Center. Safe Zone Program Workshops on Sexual Orientation, Gender Identity and LGBTQ Allyship	No current metrics to measure effectiveness of online myUMBC posts or hard copy flyers.		IT staff count number of times myUMBC events/emails have been given a “paw” to demonstrate how students favor event and count number of times event is seen by myUMBC users via click.
Campus Life - Mosaic Center. Deferred Action for Childhood Arrivals (DACA) Information Session in Fall 2017; DACA and Temporary Protective Status (TPS) Info Session and Student Panel in Spring 2018.	Post-event participant surveys administered to measure: satisfaction; knowledge gained; and support perceptions.	Analysis of post-workshop survey data in progress.	Initial survey and anecdotal data reveals that additional online and in person academic and student support resources are needed for these populations. Full needs TBD based upon further analysis and interpretation of data.
Women’s Center - Women’s Center spearheads awareness months to include Women’s History Month (March), Sexual Assault Awareness Month (April), and Relationship Violence Awareness Month (Oct);	Event attendance tracked through event sign-in	No metrics to assess the awareness month as a whole currently under development; individual events are assessed through attendance tracking and event surveys	
Women’s Center hosts one-time events on variety of issues related to diversity and cultural awareness (e.g. Trans In College Panel, Trans After College Panel, Roundtable Series + Knowledge Exchange; Take Back the Night, etc.)	Event surveys/assessment	100% of survey respondents agreed that “As a result of this roundtable/knowledge exchange, I believe that I can engage in a conversation about why this is a social justice issue.” (n = 80) 93% of TBTN 2018 respondents reported increased understanding of sexual assault, and 70.2% indicated increased knowledge of resources available (n=57)	Continue to increase campus community participation and awareness of these events; for larger events increase the evaluation participation rates
Women’s Center host on-going identity-based discussion- based programs: Women of Color Coalition; Between Women (for LGBTQ-identified women); Spectrum (for transgender and gender non-binary students)	Continue to assess best way to collect metrics. Last year did attendance and minute papers; this year using attendance and observation rubrics completed by group facilitators	Observation rubrics indicate participants consistently indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership	Attendance at this discussion-based programs vary and are often inconsistent and may benefit from more formal assessment to help re-shape or brand this programming

**Table 3:**

**USM Guideline 3:** Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements. UMBC Goal 3 (from 2009 Diversity Plan):  
To provide a culture of safety, inclusion and respect

<b>Detail all implementation initiatives, strategies, and campus processes for the reporting of hate-based crimes.</b>	<b>Metrics to measure how progress of each initiative is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
<p><b>Campus Police</b> – UMBC Police value climate of diversity and inclusion in line with values of UMBC. Efforts ongoing as we attempt to build bridges with variety of diverse campus groups. Officer participation in groups such as LGBT Climate Group, Black Student Union, Muslim Association, and Women’s Center. Continue to provide group specific programming relating to inclusiveness, acceptance, and respect through year in presentations on campus. Member of the Campus Climate Workgroup that monitors the pulse of the campus as it relates to issues of diversity and inclusion.</p>	<p>Fostering atmosphere of diversity and inclusion minimizes number of hate crimes on Campus. Between 2013 and 2015, total of 4 reports of hate crimes reported to the Police. Low number of hate crimes is direct result of climate set by President and Police Department’s commitment to ensuring this climate is maintained in all areas in which we interact with campus community. In 2016 the Police received 3 reports of hate crimes and those numbers increased in 2017, this was consistent with trends across the country since the Presidential election. This led to the work of the Campus Climate workgroup that concentrated on education and communication to our marginalized groups. 2018 has seen no hate crimes or incidents to date.</p>	<p>Increased representation of women on Police Force by 33%. 2018 saw the addition of another minority officer. Promoted minority officer to rank of Sergeant in 2017. Hired minority Director of Parking in 2017. Police received zero biased-based complaints against officers in 2015-2017. Conducted 24 presentations for campus community. Monitoring and analysis of enforcement actions reflect commitment to providing unbiased policing strategies. Linked our departmental diversity goals to campus PMP process, as handling of hate/bias type incidents are component of success for our officers in their performance reviews. Police Department is an active participant in the Campus Climate Workgroup, and other campus groups such as Black Student Union, Muslim Association, Women’s Center, SGA and GSA.</p>	<p>Monitor activities of officers in their enforcement duties requires consistent and ongoing attention to ensure that biases do not manifest in services that only a police department can provide. We are also committed to continuously improving our departmental demographics to more fully represent campus community. We would also like to continue our outreach program to campus groups and constituencies, and increase number of campus partners with whom we interact</p>
<p>UMBC Police created specific protocols and policies for reporting and response to hate crimes on Campus. Individuals or groups who are a victim of a hate crime can report this by calling UMBC Police or by emailing us through our website. In addition, victims can report to a variety of offices on Campus, including Student Judicial Programs, Title IX Office, Student Disability Services, and Residential Life. Once UMBC Police receive report of hate crime officers must follow specific response policy that outlines mandated steps, including notification and engagement of UMBC Police Command Staff, crime scene processing, witness canvassing, written statements, removal of any offensive language or symbols, and victim support. All hate crimes assigned to a UMBC Detective for high priority follow up.</p>	<p>Like Sexual Assault hate crimes are generally underreported, especially within the LGBTQ community where reporting can “out” an individual who is not openly identifying as a member of the community. Creating an environment on Campus where members of the community are comfortable reporting.</p>	<p>The number of reported crimes involving members of the LGBTQ community would increase.</p>	
<p>Police Department has instituted number of programs and priorities to maintain an inclusive campus, including commitment to aggressive minority recruiting so police department reflects diverse makeup of community. It also includes commitment to monitoring enforcement actions by UMBC Police Department to ensure that law enforcement efforts are conducted in fair, impartial, and unbiased manner, through consistent review and analysis of our enforcement actions. Also includes continued ongoing training in unbiased policing topics for our officers, and training that enhances our ability to interact with the diverse community that we serve</p>	<p>In 2017 and 2018 the UMBC Police actively recruited for new hires within the LGBTQ community. This included publications and websites frequented by the community as well as liaising with the Metropolitan Police LGBTQ unit.</p>	<p>The recruitment and hiring of an officer/employee who self identifies as a member of the LGBTQ community.</p>	<p>Recruiting efforts need to be expanded and enhanced.</p>

<b>Detail all implementation initiatives, strategies, and campus processes for the reporting of hate-based crimes.</b>	<b>Metrics to measure how progress of each initiative is being evaluated</b>	<b>Data to demonstrate where progress has been achieved / indicators of success</b>	<b>Areas where continuous improvement is needed</b>
Provide workshops to faculty, staff and students about supporting survivors of sexual violence that includes information about Title IX and reporting procedures	Pre and Post workshop surveys	<p>In FY17, 123 students, faculty, staff attended Supporting Survivors workshop. FY18 numbers increased with a total attendance through April 2018 of 173 for an increase for 50 more workshop participants.</p> <p>In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor-responsive campus</p>	Reaching a greater number of students, faculty, and staff to attend our workshops

# UMBC

# DIVERSITY PLAN



MARCH 4, 2009

## FOREWORD

This report was prepared under the leadership of the following committee appointed by Dr. Elliot Hirshman, Provost and Senior Vice President for Academic Affairs:

Dr. Antonio Moreira, Vice Provost for Academic Affairs (Chair)  
Dr. Marilyn Demorest, Vice Provost for Faculty Affairs  
Mr. Elmer Falconer, Director of Employment/Labor Relations  
Ms. Lisa M. Gray, Assistant Director, Cultural and Religious Diversity  
Dr. Lasse Lindahl, Chair, Department of Biological Sciences  
Dr. Patrice McDermott, Chair, Department of American Studies  
Ms. Adrienne Mercer, Director of Human Relations  
Ms. Yvette Mozie-Ross, Assistant Provost for Enrollment Management  
Dr. Janet Rutledge, Interim Vice Provost for Graduate Education  
Ms. Valerie Thomas, Associate Vice President for Human Resources

An initial draft was circulated for review and feedback to the President's Council, the Faculty Senate Executive Committee, the Professional Staff Senate, the Nonexempt Staff Senate officers and the President's Commission for Women.

## UMBC DIVERSITY REPORT AND STRATEGIC PLAN

### I. Introduction

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 12,268 for Fall 2008.

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. Such a vision for diversity is well embedded in UMBC's mission as demonstrated by the following statements excerpted from the campus mission statement.

- a) "UMBC cooperates with other educational segments in Maryland and collaborates with other USM institutions to provide access for citizens to high-quality educational services and to meet the educational, economic, and cultural needs of Maryland. The University is sensitive to the needs of non-traditional, evening, international and part-time students."
- b) "UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity."
- c) "UMBC expects to continue to attract private and public funding to facilitate the success of minority students in the sciences and engineering."
- d) "Recognizing that we are part of an international community, UMBC will continue to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives."
- e) "UMBC possesses a strong and diverse faculty (...)."
- f) UMBC has identified among its institutional objectives and outcomes strategies to:
  - 1) Promote cutting-edge research, creative activity, and high quality graduate education (...) by strengthening support for a high quality and diverse faculty.
  - 2) Build on the University's historical commitment to diversity and cultivate a sense of campus community.

As a reflection of its commitment to diversity, UMBC has developed a myriad of programs and initiatives that provide the substantive and real embodiment of this commitment. By establishing activities such as The Meyerhoff Scholarship program, the UMBC ADVANCE program, the PROMISE Alliance, and the ACTiVATE Entrepreneurship program, among others, UMBC has achieved national recognition as a model campus for its diversity initiatives. UMBC is ranked second nationally as

most diverse university by the *Princeton* Review. These activities have been framed under four overarching commitments which are captured in the following statements:

- 1. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community;**
- 2. To provide conditions for personal success;**
- 3. To provide a culture of inclusion and respect; and**
- 4. To encourage and support development and advancement.**

In this document, we describe the initiatives ongoing at UMBC that represent the campus diversity plan and delineate our ideas for continued improvement in future years.

## II. Summary of Current Diversity Initiatives

This section describes in a comprehensive, although not exhaustive, list the diversity initiatives that are ongoing at UMBC. The activities are described for faculty, staff, students and outreach populations although many activities do impact more than one community. The campus procedure for reporting campus-based hate crimes is also summarized.

### A. Faculty Diversity Initiatives

- **UMBC Faculty Diversity Recruitment Initiative.** This comprehensive program includes mandatory diversity recruitment training for search committees, submission of written department diversity recruitment plans, deans' review of plans and composition of search committees, resources for targeted recruitment, and implementation reports prior to authorization of candidate campus visits.
- Department Diversity Plans in Science, Technology, Engineering, and Mathematics (STEM). All academic departments within the College of Natural and Mathematical Sciences and the College of Engineering and Information Technology have individual department diversity plans which track faculty composition, advancement, and retention and address the particular challenges of diversity recruitment in their specific field.
- Targeted advertisement for faculty from underrepresented groups is conducted at the national level through print publications such as *Diverse: Issues in Higher Education* and electronic venues such as *DiverseJobs.com*. UMBC also uses Affirmative Action Emails from *HigherEdJobs.com* to publicize faculty positions to applicants seeking institutions that are recruiting with



affirmative action plans or diversity plans. In addition, search committees use personal/professional networks and trips to targeted conferences to identify and recruit candidates from underrepresented groups.

- Family Support Plans. UMBC's *Policy on Family and Medical Leave for Faculty* actively promotes a flexible approach to family support and includes development of a support plan in anticipation of a major change in the faculty member's family responsibilities. This policy has been particularly effective in assisting women in the STEM disciplines to meet both their family and professional obligations.
- Family Leave and Faculty Recruitment. UMBC's *Family Leave Policy* is publicized to all candidates for full-time instructional faculty positions. A brochure describing options available to faculty members is given to each candidate by the Vice Provost for Faculty Affairs during the candidate's interview. The policy is particularly effective for recruiting female faculty members in the STEM disciplines, but is implemented without regard to gender or discipline.
- Faculty Horizons: A Summer Workshop for Aspiring Faculty in Science, Technology, Engineering, and Mathematics (STEM). This recruitment and professional development program, hosted by UMBC for the past five years, targets women and underrepresented minority advanced graduate students, post-doctoral researchers, and junior faculty in science, technology, engineering, and mathematics.
- Welcome Fellowship Grants. The Maryland Higher Education Commission (MHEC) administers a competitive fellowship program for new tenure-track faculty from underrepresented minority groups, and UMBC has successfully competed for these awards for the past several years. Each award provides \$20,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- ADVANCE Program. This program is funded by the National Science Foundation and its overall goal is to make profound changes in policies and practices that affect the recruitment, selection, promotion, and transition of women faculty in the STEM fields to leadership positions at UMBC whereby women will be represented in the departments and will reflect the diversity of the UMBC student body.
- ADVANCEment Workshops. The UMBC ADVANCE Program, in collaboration with the UMBC Faculty Development Center, offers targeted professional development workshops which focus on issues of interest to women and minority faculty.
- Women in Science and Engineering (WISE). WISE is an informal affinity group of faculty members who meet monthly to discuss topics of interest,

especially those related to “surviving and thriving in STEM.” WISE provides STEM women with a network of support and informal peer mentors.

- Recruitment of Women in STEM. Women in Science and Engineering (WISE) faculty members meet informally with women faculty candidates in the STEM disciplines as part of our efforts to diversify the faculty with respect to gender.
- Faculty Sponsorship Committee. Women in Science and Engineering (WISE) convenes a faculty advisory group each year to provide clear guidance to STEM women and minority faculty in support of impending tenure and promotion reviews.
- Faculty Mentoring. Academic departments are expected to work with each newly hired full-time faculty member to create a Faculty Development Plan that will help the faculty member meet the department’s performance expectations. Probationary reviews of new faculty members must report on these plans to the dean and the provost. Departments are also encouraged to develop mentoring programs that provide a structured approach to peer mentoring.
- ADVANCE Education and Awareness Workshops. The UMBC ADVANCE Program, in collaboration with the UMBC Faculty Development Center, offers diversity-specific education and awareness workshops for chairs and faculty mentors.
- Evaluation of Deans and Chairs. The provost’s annual review of the deans and the deans’ reviews of chairs include a mandatory evaluation of activities and initiatives that support and promote the diversity mission of the university.
- Women Involved in Learning and Leadership (WILL) Program. The WILL Program at UMBC engages students, faculty, and student affairs staff in a learning community that promotes academic excellence, leadership development, career exploration, and civic engagement for women.

## B. Staff Diversity Initiatives

In an effort to build and maintain an environment that prohibits discrimination and promotes a culture of equal opportunity, inclusion, and respect for all members of the UMBC campus community, the UMBC Human Resources and Human Relations departments have implemented the following strategies:

- Educating, designing and implementing programs, workplace practices, policies, and procedures to prevent illegal discrimination in employment, or admission to and participation in educational programs and activities on the

basis of race, color, national origin, ethnic background, ancestry, sex, disability, age, marital status, sexual orientation, veteran's status, or religion.

- Ensuring that all recruitment, selections, and personnel transactions are conducted in conformity with federal, state, and local laws and regulations as they apply to equal employment opportunity.
- Attending relevant job fairs and advertising in various newspapers, internet websites, and professional journals that reach diverse audiences.
- Providing relevant best practices education for campus search committees. This includes non-discriminatory application evaluation, interviewing, and selection. In addition, all search committees are required to provide the Human Resources office with documentation that identifies the search committee diversity demographics, and the identification of all advertising media.
- Annually developing and monitoring the University's Affirmative Action Plan (AAP) to track employment-related actions and progress towards placement and advancement goals for minority and female applicants and employees.
- Establishing and maintaining non-discriminatory compensation and classification practices.
- Publishing procedures for filing grievances and discrimination complaints, including sexual harassment and ADA violations. Faculty, staff and students may resolve interpersonal conflict through a variety of campus portals. The Center for Mediation and Conflict Resolution provides additional opportunities for proactive conflict resolution through mediation, conflict coaching, education and training, creative problem- solving, facilitation and referrals.
- Providing leadership and interpersonal skills education and training for all UMBC management and supervisory personnel.

The UMBC's President's Commission for Women has also undertaken several initiatives related to faculty and staff diversity efforts. Some examples include:

- Beginning in 2007, the President's Commission for Women worked with the Office of Human Resources to report salaries for staff with comparable positions and years of service according to gender. This report will now be generated annually and evaluated for possible gender wage inequities across campus.
- The President's Commission for Women solicits nominations for an Achievement Award which celebrates people at UMBC who have extraordinarily contributed to work to promote understanding among people of different groups, cultures, and socioeconomic backgrounds and who have

advocated for the elimination of gender inequality. The Achievement Award recipient is recognized during the annual Presidential Faculty and Staff Awards Ceremony, and his/her accomplishments are announced to the campus.

## C. Student Based Diversity Initiatives

### C.1. Undergraduate Student Recruitment and Retention Efforts

- Established an Admissions Counselor and Coordinator of Multicultural Recruitment position to assist in the development and implementation of a strategic plan for minority recruitment.
- Established a Hispanic/Latino Admissions Advisory Group to inform the recruitment and outreach strategies to attract qualified Hispanic/Latino students. Advisory Group consists of representatives from faculty, Hispanic Student Associations, Student Affairs (Mosaic Center), Marketing, Alumni and Admissions.
- Host annual Reception for Talented African-American High School Students to recognize accomplishments of high school sophomores and juniors and to provide opportunity for students and families to learn more about UMBC. Event held on-campus.
- Host annual Reception for Talented Hispanic/Latino High School Students to recognize accomplishments of high school sophomores and juniors and to provide opportunity for students and families to learn more about UMBC. Event held in Montgomery County.
- Established Transfer Student Alliance (TSA) programs with Montgomery College and Community College of Baltimore County to identify outstanding students early in their academic careers who intend to matriculate at UMBC, including UMBC@Shady Grove, upon completion of their Associate's degree. Participants benefit from combined programmatic efforts and discounted concurrent enrollment. Upon successful completion of the program, participants receive priority orientation/registration, guaranteed upper class housing, and \$1,500 merit scholarship.
- Established a campus-wide Articulation Workgroup to facilitate the development of 2+2 program articulation agreements with community college partners. These agreements serve in easing the transition of students from the 2-year to 4-year program and facilitating timeliness to degree completion. Partnerships/agreements signed or currently under development include Information Systems, Management of Aging Services, Social Work, Health

Administration and Policy, Emergency Health Services, Psychology, Political Science and the Honors College.

- Partner with CollegeBound Foundation, a pre-college program, to introduce students to opportunities for study at UMBC. Campus visits, application fee waivers and scholarships are among the partnership agreements.
- The Learning Resources Center offers a variety of tutoring and success programs and resources for all UMBC students, particularly those of diverse backgrounds. Examples include:
  - Tutoring in the Math Lab and the Writing Center during evening hours.
  - Training tutors in these areas: Building Intercultural Communication and Relationships, Tutoring Students with Disabilities, Helping Students Learn to Learn, and Tutoring in a Multicultural and Diverse Environment.
  - Teaching non-traditional and traditional students with an incomplete math background.
  - Using culturally diverse reading assignments.
  - Working with International Education Services to be able to hire student assistants and tutors who need Social Security Cards.
  - Hiring tutors who reflect the diversity of the UMBC student body.
- The Women's Center addresses the needs of visitors which may not otherwise be met by other offices on campus, including returning students and student/faculty/staff who are parents, international students overwhelmed by the campus environment, lesbian, gay, bisexual and transgender (LGBT) community members who are seeking support outside of the scope of the student organization, etc. By providing access to unique services, resources, and facilities, the Women's Center assists a diverse population of students, faculty, and staff in continuing their education despite life experiences and obstacles and/or performing their jobs more effectively and comfortably.
- Meyerhoff Scholarship Program
  - Recruits talented undergraduate students who are interested in promoting minority education. The current demographics of the Meyerhoff Scholars community include 52% African Americans, 22% Caucasians, 21% Asians and 5% Hispanics.
  - Summer bridge to prepare students for UMBC standards.
  - Provides financial and academic support.
  - Provides information about PhD and MD/PhD programs through contacts with and visits from representative with competitive schools.
  - Provides assistance with applications to PhD and MD/PhD programs.
  - Promotes high level academic performance through program culture and “intrusive advisement”.
  - Promotes summer research internships.

- Promotes participation in national meetings. Many students go to the Annual Biomedical Research Conference for Minority Students (ABRCMS).
- Creates community of high performing undergraduates interested in research careers.
- MARC Program (Minority Access to Research Careers) – Supported by grant from the National Institute for General and Medical Sciences (NIGMS)
  - Recruits talented, juniors mainly from underrepresented minorities groups– open to all students interested in promoting minority education.
  - Provides scholarship and covers most tuition and fees (juniors and seniors).
  - Promotes high level academic performance through program culture and “intrusive advisement”.
  - Requires year-round participation in research.
  - Provides information about PhD and MD/PhD programs through contacts with and visits from representative with competitive schools.
  - Provides contacts with directors of T32 NIH training grants.
  - Provides GRE training course.
  - Course in research conduct and ethics.
  - Provides monthly seminar speakers from around the country for undergraduates.
  - Promotes participation in national meetings. Many students go to ABRCMS and almost all students present papers.
  - Promotes participation by seniors in other meetings, e.g. The American Society for Biochemistry and Molecular Biology (ASBMB) annual meeting – students present posters.
  - Co-sponsor of Undergraduate Research and Creativity Achievement Day at UMBC.
  - Co-sponsor of annual community college transfer day.
  - Creates community of high performing undergraduates interested in research careers.
- Center for Women and Information Technology (CWIT)
  - CWIT supports UMBC’s commitment to diversity at all levels and its efforts to create a campus community rich in intellectual, cultural, and ethnic diversity. CWIT helps the University achieve its regional and national mission by identifying those areas in science, technology, and engineering where women are significantly underrepresented and attracting well-qualified female students to UMBC through special scholarship initiatives such as the CWIT Scholars Program, Bits & Bytes,

and other programs that attract talented high school graduates in technology and engineering.

- CWIT is currently conducting a climate survey among the undergraduate students in the College of Engineering and Information Technology at UMBC. Data is being gathered both through a web survey as well as through focus group discussions. Analysis of the data is expected to be complete by Fall 2009 and will guide future initiatives in the College.
- The Division of Student Affairs has ongoing among its various offices a large number of initiatives supporting diversity.
  - The Office of the Vice President for Student Affairs is currently conducting a benchmarking survey to assess students' perceptions of and experiences in UMBC's diverse learning environment. Data was collected in December 2008 and January 2009 using the Educational Benchmarking Inc. (EBI) Campus Climate Assessment instrument. The overall response rate was 23.4%. Data analysis has just begun so there are no reportable results available yet. Follow-up focus groups are planned for spring 2009 to better understand student perceptions and experiences with diversity.
  - The director of the office of Off-Campus and Transfer Student Services (OCSS) is organizing an Achievement Gap Roundtable to explore initiatives to promote academic success and achievement of African American male transfer students.

The Achievement Gap Roundtable works with faculty, staff, student mentors and offices such as Student Support Services, Admissions, Sociology, Institutional Research and Meyerhof scholars/coordinators to recommend strategies and outreach support for incoming African-American male transfers from economically disadvantaged communities. The OCSS Transfer Student Network works with adult learners, evening and part-time students by providing Transfer Peers, outreach resource tables and mentoring through the Good Evening Commuters Program. It is working in conjunction with the UMBC Chapter of Tau Sigma, and in cooperation with the Transfer Student Alliance program to offer academic enrichment and transition support for incoming transfer students.

Commuter Connection - The objective of the Commuter Connection is creating a space for commuters to connect with each other and feel welcomed on campus. Commuter Connection peers follow-up directly with incoming first-year students, serve as advocates and organize monthly social events as well as weekly outreach.

- The Residential Life Office through its student staff selection process has a commitment to creating a staff that is reflective of the UMBC community.

- With roommate and community agreements, students are able to create standards that are agreeable to all students living in a shared space. This creates an environment where everyone has the opportunity to create a learning environment in which they will be a successful student.
- Starting in 2008, a gender neutral housing option was offered to meet the needs of transgendered students.
- Most of our community buildings are ADA accessible.
- During the first 6 weeks of school each community promotes at least one multicultural exploration program, allowing students to explore opportunities in their community to experience diversity.
- Through the development of programmatic curriculums each community staff is able to develop programs that are specific to the needs of that population. This is based off demographics, observations made during the first 6 weeks of school, Chickering’s theory of development and the Student Affairs learning objectives.
- By promoting the Community Living Principles, standards set and encouraged at the start of each year, students are encouraged to create a community where all of its members feel included, respected and as though they belong. The Community Living Principles, created by students in 2003 are: Live and Study with Integrity, Seek to Understand Others, Cooperate and Compromise, and Take Action to Improve Your Community.
- During student staff training each year a variety of opportunities are offered to further develop and advance multicultural competencies, so they can better serve the student population they work with. This also allows them to further encourage and support the advancement of the students on their floors.
- In July 2006, the Office of Student Life hired a full-time Assistant Director for Cultural and Religious Diversity position to work with a part-time Graduate Coordinator to oversee and direct the Mosaic: Culture and Diversity Center and the Interfaith Center. These positions work with a paraprofessional student staff, student organizations, student affairs and academic departments to create diversity and social justice educational programs, events, and training for the campus community.
- The Leadership Consultants Program is a year-long leadership development program that trains a select group of UMBC students about leadership and to be leadership educators and facilitators on campus.
- The Director of Student Life serves as the Co-Chair for Fall and Winter Welcome Week Planning Committee. Welcome Week Diversity-Related Programs include:



- R.E.S.P.E.C.T (Annual Welcome Week Lecture/Presentation) – Dr. Maura Cullen, a motivational speaker presents a thought-provoking speech in this time of political correctness.
- Latino Student Program (Meet & Greet Reception)
- Asian Student Program (Meet & Greet Reception)
- Experience IT (Campus-Wide Diversity Meet & Greet Reception)
- Civic Imagination and Social Entrepreneurship Class team taught by the Coordinator for Leadership and Engagement Initiatives in cooperation with the Sondheim Public Affairs Scholars Program Assistant Director.
- Various Student Events Board (SEB) and Student Government Association (SGA) Student Coordinated Events that are open to the entire campus community and occur throughout the year (SEB advised by the Coordinator for Major Events and Programs, SGA advised by the Coordinator for Leadership and Engagement Initiatives).
- The University Counseling Center has Campus Outreach Programming (presentations and facilitated discussions in residence halls, academic classes, student organizations, and faculty/staff groups) by request.
- The Annual Diversity Recruitment Event (Co-sponsored by the National Society of Black Engineers) - A recruitment event open to and marketed to all students. It provides networking opportunities for undergraduate, graduate students and alumni. A guest speaker also presents on relevant career survival topics pertinent to our diverse students including students with disabilities.
- Career Services Center (CSC) Website - Linked from the CSC website is a plethora of information and resources organized according to services and programs (career exploration, job search and skills development, grad. school information), events, campus resources and on-line resources that would be useful for diverse populations. The CSC has a webpage and links dedicated to special needs students, women, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) students, and international students. The website also links to relevant resource information and networking opportunities, as well as well as information on companies designating themselves as LGBTQ-friendly.
- CSC Website - Hi-Tech Career Fair - CSC coordinates the campus-wide registration for this event, which is sponsored by Career Communications Group. Geared toward STEM, business and health-related majors, this event is an excellent opportunity for students to advance their job search, network with top employers, acquire internships and explore graduate education. This event is open to all students.

- UMBC McNair Program/Meyerhoff Scholarship Program - CSC provides on-going workshops (resume and curriculum vitae development, services overview) to students participating in the McNair Scholars programs. CSC also provides career workshops on an as-needed basis for students enrolled in the Meyerhoff Scholarship Program.
- First Year and Sophomore Students - Career Timeline: The CSC has a “Career Timeline” that is readily distributed at campus-wide and Admissions events. The timeline informs these students of available resources for first and second-year students. It also gives specific career goals for each academic year.
- First Year Experiences (FYE) and Introduction to an Honors University (IHU) - CSC regularly presents topics of interest to FYE’s and IHU’s throughout the year. In the summer of 2008, career services facilitated a one day dependable strengths program for the Summer Bridge program.
- Transfer/Commuter Students - Workshops and Seminars: Each semester CSC provides a variety of career workshops and seminars offered in conjunction with the Off-Campus Student Services and the Transfer Student Network. Evening hours are offered each Tuesday until 7:00 p.m. to accommodate commuter students with demanding schedules.
- The Commons recently developed the Social Justice Lounge. It will enable the Commons Advisory Board, composed of students and student leaders, along with other campus offices and student organizations, a passive programming space with display opportunities. The broader use of this space will encompass diversity-related displays and education.
- UMBC Transit's current fleet purchases are handicap accessible.
- UMBC Transit provides audio versions of the bus schedule for visually impaired clients.
- Women’s Health Seminars – A one hour informative discussion with female students who are receiving their first gynecological exam at University Health Services (UHS). Topics discussed with women include procedures and expectations for the exam, STIs, contraceptive information, etc.
- World AIDS Day – The Office of Health Education and the Peer Health Advocates collaborate with other groups on and off campus to educate the entire UMBC community about HIV/AIDS. Although African Americans are not the only student group targeted, there is specific information and programs targeted to this population due to the large number of African Americans infected with HIV/AIDS. Although Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students are not the focus, they are a

group that heavily attends these events, and special programs are done for this population.

- Alcohol Edu – An online alcohol education course that all incoming UMBC freshmen must complete.
- The Naked Roommate – An interactive program for residential students which gives them scenarios about the difficulties of living with others.
- Surviving the Freshmen 15 – A nutrition program targeted for freshmen students.
- Student Peer Health Advocates participate in approximately 10-15 IHU courses each Fall semester. Presentation topics include UHS services, nutrition, stress management, etc. Sample programs planned by the Peer Health Advocates include: Sexual Jeopardy – An interactive game with questions about sexual health issues; Sex in the Dark – This program allows students to write down any questions they have about sexual health on index cards, which are then collected and read with a flash light to provide anonymity, a modified version focuses on LGBTQ students when requested.
- Student Peer Health Advocates participate in “Good Morning Commuters” every semester. They provide information about safety on and off campus, as well as health resources for transfer and commuter students.
- Office of Health Education is designated as a Safe Space for LGBTQ students. The Assistant Director completed Safe Space Training. In addition, Health Education staff and Student Peer Health Advocates actively participate in UMBC Talks, a discussion about diversity issues on UMBC’s campus. Health Educators and Peers facilitate many discussions about diversity issues and health related topics.
- UMBC is a member institution of the Leadership Alliance (LA). The mission of the LA is to increase the number of underrepresented racial and ethnic minorities in the academy as educators, leaders and decision makers.

In summer 2008, a milestone in the history of the LA was celebrated: more than 100 of the students who began in the programs as undergraduates have obtained either a PhD (106) or an MD/PhD (10). A recently held symposium highlighted these doctoral scholars; a Meyerhoff Scholar was one of the honorees.

The flagship program of the LA is the Summer Research Early Identification Program that focuses on introducing undergraduate students to the world of academic careers by real-world research experiences at competitive research institutions that are a part of the LA.

Since 1995, the LA National Symposium has been the common meeting place of Alliance-affiliated undergraduates, graduate students, and faculty/administrators. The Symposium provides presentation experiences for all undergraduates, professional development mentoring, a graduate school recruitment fair & exposure to underrepresented role models.

LA graduate and postdoctoral activities include pre-doctoral fellowships, dissertation fellowships and the Emerging Ph.D. Yearbook.

## C.2. Graduate Student Recruitment and Retention Efforts

- Graduate Horizons – Bring approximately 50 underrepresented minority students from around the country and Puerto Rico to visit UMBC for a weekend of workshops on the graduate school process and visits to academic departments.
- PROMISE is Maryland's Alliance for Graduate Education and the Professoriate program, an alliance among UMBC, UMCP, and UMB. Led by UMBC, it uniquely serves the needs of graduate students across three campuses through activities that range from retreats, seminars, and conferences, to informal discussions during breakfast. The services and programs of PROMISE are open to all graduate students who are seeking or interested in obtaining the PhD, regardless of discipline. The focus of the services and programs is geared toward one of the goals of PROMISE: To increase the numbers and diversity of Maryland's graduate student population in sciences, technology, engineering, and math (STEM) fields. The services and programs of PROMISE will always reflect this goal. PROMISE seeks to increase diverse representation by designing programs that will successfully cultivate new students from diverse ethnicities; and facilitate retention, successful graduation through the PhD, and preparation for the professoriate.
- Attend undergraduate research presentations at conferences of organizations and universities that attract a diverse student body. Examples include: National Society of Black Engineers, Society for the Advancement of Chicano and Native American Scientists, McNair Scholars, American Indian Science and Engineering Society, National Society of Black Physicists, Universidad Metropolitana (Puerto Rico).
- Talk with students at their posters/presentations about opportunities for graduate study at UMBC. Serve on panels about graduate school.
- Identify potential students from available lists and from colleagues across the country.

- Provide application fee waivers to several groups such as McNair Scholars and Project 1000 applicants.
- Work with graduate admissions committees in each program to tailor their recruitment activities.
- Graduate Student Dependable Strengths Training: The Career Services Center offers a two-day strengths assessment training course for current graduate students. All CSC Career Specialists are trained facilitators.
- Career Seminars: CSC has offered for the past several years a job search and networking seminar targeting graduate students. This program has been offered in collaboration with the PROMISE Program. Within the Career Services Center, there is a designated liaison to the UMBC graduate programs that has a collaborative relationship with the various graduate programs on campus and the Graduate Dean's Office.
- Extended orientation program through the PROMISE program targeted at underrepresented students from UMBC, UMCP and UMB. Incoming students are paired with peer mentors. Workshops include academic study skills and maximizing the relationship with your advisor.
- Graduate Student Success Seminars with four tracks: 1) academic success; 2) developing professional skills (presentations, writing journal papers); 3) Professors in Training; and, 4) life balance.
- PROMISE sponsored activities across the three campuses: Fall Harvest Dinner and celebration of success; January research conference to prepare for presentations at professional society conferences; spring community building retreat; end of the year family picnic and awards ceremony.
- Ph.D. Candidacy Reception to recognize those students who have reached Ph.D. candidacy in the past year.
- Dissertation House – concentrated period of time to work on writing the dissertation with the aid of a dissertation coach. Full-week program held twice per year on campus; weekend program held at spring community building retreat; booster sessions held on selected Fridays throughout the year.
- Thesis/dissertation coaching office hours every Friday.
- Group counseling sessions conducted by the University Counseling Services on general issues and on thesis/dissertation completion.
- Graduate student chapter of the Women in Science and Engineering (WISE).
- The Graduate Student Association receives advisory and funding support through the graduate school via a part-time Executive Director position.
- UMBC is a member of the GEM Consortium and the National Physical Sciences Consortium. Both organizations provide graduate fellowships for underrepresented minorities in STEM disciplines. UMBC provides matching funds.

- The Graduate School works with departments to obtain training grants that target minorities and women and/or promote their participation. Currently have: Graduate Assistance in Areas of National Need (GAANN) from U.S. Dept. of Education; NSF Bridge to the Doctorate; NSF Integrative Graduate Education and Research Traineeship (IGERT); NIH supported Meyerhoff Graduate Program training grant; NIH Chemistry/Biology Interface.
- Many programmatic activities are sponsored through PROMISE: Maryland's Alliance for Graduate Education and the Professoriate (AGEP) funded by the National Science Foundation. Other programs supported through the Ph.D. Completion Project funded by the Council of Graduate Schools.
- UMBC participates in the Southern Regional Education Board (SREB) Dissertation Year Fellowships which strives to increase the diversity of students who earn Ph.D.s and become college and university faculty.
- Academic departments have a variety of student retention efforts, such as:
  - New student orientation.
  - Brownbag seminars that emphasize research techniques.
  - Organization of forum and lectures focusing on topics such as race and immigration and interdisciplinary/multidisciplinary themes.
  - Establishment of graduate student organizations that provide leadership training and a sense of community for graduate students.
- The Meyerhoff Graduate Fellows Program at UMBC began in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents with an interest in the underrepresentation of minorities in the biomedical and behavioral sciences.

The purpose and goal of the Meyerhoff Graduate Fellows Program is to increase the number of underrepresented minorities in the biomedical and behavioral sciences that earn PhD degrees and obtain leadership and research positions in academia, government, and industry. To achieve this goal, the NIH-sponsored graduate program efforts are focused on the following objectives: *(i) recruitment; (ii) retention; (iii) academic performance; (iv) research performance; and (v) postgraduate support.*

The program retention rates (91% over the past 4 years; 76% since inception) exceed departmental and institutional averages. To date, 23 Meyerhoff Graduate Fellows have earned Ph.D.'s

### C.3. Initiatives for Foreign Nationals

- Working with the International Education Services (IES) office, the CSC addresses the employment preparation needs of international students and ensures that they understand their respective immigration requirements.
- CSC provides individual career counseling for international students by appointment. “Mock interviews” are role-played interviews with a career specialist where the students are coached and given constructive feedback on their interviewing skills. The majority of students participating in the mock interview program are international students. During Career Week, a workshop is presented that focuses specifically on job searches for international students.
- The IES office serves international students and faculty for the duration of their stay at the university. Throughout the academic year, IES staff prepares workshops to help the international population on such issues as travel documentation, understanding immigration regulatory changes, U.S. tax obligations, health insurance needs, among others. The IES office also plans social events and gatherings to ensure that international students feel properly welcomed and confident that UMBC appreciate the intercultural richness they bring to our community.
- Commons Administration and Transit
  - The international flag display, which the Commons created, is a daily reflection of our campus national origin diversity. The display is updated periodically to reflect the current countries of origin within the present population.

### C.4. Outreach Initiatives

- Alumni Dependable Strengths Training Workshops - At least once per semester, the Career Services Center offers a two-day strengths assessment training course for alumni. All CSC Career Specialists are trained facilitators.
- Alumni Career Services -Alumni exceeding a one-semester grace period have access to a menu of career services on a fee-based basis. Services include one-on-one career counseling, a UMBCworks computer account (job listings and résumé referrals) and the above-mentioned Dependable Strengths Training Workshop.
- The Career Services Center Web site: There is a designated link on the website for alumni, including resource information and links on job search, networking, salary negotiation and information on the UMBC Alumni Services Office.

- The Office of Institutional Advancement (OIA) and its related entities have a significant amount of programming that reflects UMBC's commitment to diversity. The Alumni Relations Office has consistently been working to engage alumni from underrepresented groups, and to re-connect them to UMBC in a meaningful way. The Alumni Association has an officially recognized Chapter of Black and Latino Alumni that has hosted social and educational programming for alumni, and that raised money for UMBC scholarship funds, including the Esperanza Fund and the Second Generation Scholarship Fund.
- In addition, graduates of the Meyerhoff Scholarship Program have worked with OIA to develop a fund raising initiative to support this nationally recognized program. OIA is also working individuals from several alumni groups to pilot mentoring initiatives that will help UMBC graduates-- especially women and graduates of color-mentor current UMBC undergraduate and graduate students.
- The ACTiVATE Program is a partnership between the UMBC's business incubator and research park bwtech@umbc, the Alex. Brown Center for Entrepreneurship, the Center for Women and Information Technology, and the UMBC Office of Technology Development. It is a systematic model for increasing the commercialization of technology innovations from research institutions in the State of Maryland by training women entrepreneurs to create technology-based, start-up companies. Currently beginning its 5<sup>th</sup> cohort, ACiVATE has been nationally recognized for exposing talented, mid-career women to concepts of entrepreneurship, and preparing them to lead or launch new companies. To date, the program has trained more than 80 women, and 12 businesses have been launched to date.
- Every October, the Office of Health Education holds activities and events for Breast Cancer Awareness Month.
- Healthy Eating and Living Program (H.E.L.P.) – A program run by the UHS Health Behavior Change Specialist and Health Educator. Weekly meetings are held with informational sessions about nutrition, exercise, stress management, etc. These meetings act as a support group for many alumni, faculty and staff.

#### D. Process for Reporting Campus-Based Hate Crimes

UMBC has established a reporting process for campus-based hate crimes that is in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The University will investigate and report hate/bias incidents or crimes as required by applicable laws and regulations.



Anyone who is a victim of or learns of a hate/bias incident should report the incident to any of the following offices on campus: University Police, Office of Student Life, Office of Human Relations or Office of Human Resources.

The University Police conducts an initial investigation and assessment to determine if the matter should be handled by police or another campus office. If the Police determine that the incident does not involve criminal activity, it will contact the appropriate office from those listed above so that the appropriate administrative action, if warranted, can be taken pursuant to existing procedures. The unit responding to the complaint communicates information about the incident promptly to UMBC's Office of the President.

UMBC also has an agreement with the Baltimore County Police Department that outlines the process for the Baltimore County Police Department to report incidents to UMBC's Police Department in situations when the County Police takes reports that involve the UMBC campus.

### III. Diversity Plan Moving Forward

#### A. Strategy

UMBC has embraced a broad definition for diversity in its faculty, staff and student populations. Such vision has been captured in the mission statement of the University and has guided the design and implementation of the many initiatives described in summary form in Section II of this document.

The Diversity Plan for UMBC is grounded on the four overarching commitments identified in the Introduction section and duplicated here for a re-affirmation of the Diversity Plan moving forward.

1. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community.
2. To provide conditions for personal success.
3. To provide a culture of inclusion and respect.
4. To encourage and support development and advancement.

While impressive and nationally-recognized achievements have resulted from the diversity initiatives in place, improvements are still needed at UMBC in order to fully realize and sustain the campus diversity goals. We will use the following strategy for such improvement efforts:

1. Develop institutional procedures for a system of accountability and responsibility for the Diversity Plan.
2. Implement methods for monitoring current status and progress on the Diversity Plan.
3. Identify areas where improvements are needed and develop recommendations with associated actions to achieve the desired improvement.

Further elaboration on this strategy is provided in the following sections.

B. Accountability/Responsibility

UMBC recognizes that its commitment to diversity will play a critical role in the University accomplishing its strategic objectives. As such, the President will identify an appropriate representative who will, at prescribed intervals, apprise the President of the status of and progress towards the University's diversity initiatives.

A Diversity Council will be established to develop, implement, and monitor appropriate procedures and activities that will ensure that the campus remains respectful and inclusive for all campus members. The President's representative will be a member of the Diversity Council.

In addition, UMBC management and supervisory personnel will be trained in best practices that promote diversity across all functions. They will receive ongoing informal and annual formal Performance Management Process (PMP) feedback regarding their individual diversity efforts.

C. Status and Progress on Diversity Plan

In 2002 UMBC prepared a *Minority Achievement Plan Report* to the University System of Maryland addressing four long-term goals, together with recommendations and associated actions. The goals and action items are as follows:

- **Goal #1:** Recruit and enroll a growing number of underrepresented minority undergraduates and prepare them for success.
  - Prepare an annual report comparing current indicators with baseline data.
  - Increase and enhance partnerships with high schools to align curricula and to improve instruction at the K-12 and higher-education levels.
  - Host teachers, counselors, and administrators from schools with large minority populations.

- Continue college-readiness programs and promote them to the community.
  - Continue marketing and recruitment efforts targeting minority students.
  - Enhance quality and increase number of services provided to transfer students.
  - Continue partnerships and 2+2 programs that connect community colleges and four-year institutions, especially the Historically Black Institutions (HBIs).
  - Analyze the relationship between student financial assistance and persistence.
- **Goal #2:** Increase the retention and graduation rates of underrepresented minority undergraduates.
    - Analyze MHEC's annual report on trends in retention and graduation rates for underrepresented minority undergraduates
    - Communicate the expectations for student performance, leadership, and service.
    - Improve student satisfaction.
    - Support student and faculty scholarship.
    - Provide mentoring to students.
    - Ensure that the curriculum reflects the contributions of diverse groups.
    - Offer bridge programs that provide summer academic enhancement, especially in mathematics and science, to incoming freshmen.
    - Promote full-time enrollment of undergraduate students.
    - Monitor academic performance of underrepresented undergraduate students on an ongoing basis.
    - Offer tutoring programs for undergraduate students.
    - Enhance academic-advising programs.
  - **Goal #3:** Increase the enrollment and graduation rates of underrepresented minority students in graduate and professional-degree programs.
    - Prepare an annual report showing increases in numbers and proportions of underrepresented minority post-baccalaureate students.
    - Implement research-opportunities programs for undergraduate students underrepresented in certain fields for graduate and professional education.
    - Enhance linkages (formal & informal) with a network of doctoral and research institutions to increase the numbers of minorities enrolled in doctoral and other professional degree programs.
    - Provide career-advisement that targets minority students.
    - Provide career-development activities featuring minority role models with advanced degrees.

- Provide graduate and professional school preparation workshops, seminars, and other activities.
- **Goal #4:** Reflect the diversity of Maryland’s demographics in faculty and staff.
  - Analyze USM Data Journal and Maryland demographic data annually to assess achievement of this Goal.
  - Enhance recruitment plans to expand the number of qualified minorities in applicant pools.
  - Expand marketing efforts to reach minority audiences.
  - Conduct workshops, training sessions, and programs that highlight UMBC's commitment to diversity.
  - Support mentoring activities and discussion groups for faculty and staff.
  - Identify reasons for minority faculty and staff attrition.
  - Offer counseling and advice regarding career opportunities, planning, and development.
  - Offer career development opportunities for staff.

The initiatives described in Section II above are clearly reflective of UMBC’s commitment to these long-term goals, and considerable progress has been made in achieving them. To illustrate:

- The percentage of minority undergraduates rose from 37.2% in fall 2002 to 45.4% in fall 2008.
- The percentage of underrepresented minority first-year freshmen rose from 11.3% in fall 2002 to 18.6% in fall 2008.
- The first-year retention rate for African American students rose from 86.6% in fall 2002 to 91.6% in fall 2007.
- The six-year graduation rate for African American students rose from 51.7% for the fall 1996 to 62.4% for the fall 2001 cohort.
- The percentage of minority graduate students increased from 19.2% in fall 2002 to 20.7% in fall 2008.
- The number of Undergraduate Research Awards (approximately \$1,500) awarded to minority students increased from 1 of 17 in spring 2003 to 9 of 44 in spring 2007.
- From 2004 to 2007, attendees at the *ADVANCE Faculty Horizons Program* included more than 100 underrepresented minorities in STEM disciplines, nearly all of whom were women.
- The percentage of minority non-faculty staff members at UMBC has averaged 28.9% over the past five years.

- The number of tenured and tenure-track women faculty members in STEM disciplines has risen from 20 in 1999 to 45 in 2008.
- The percentage of minorities among newly hired tenured and tenure-track faculty has risen from 26.7% in 2002 to 41.2% in 2008; the corresponding percentages for underrepresented minorities are 6.7% and 17.6%.

#### D. Recommendations

The goals of UMBC's Minority Achievement Plan focus, as required by the University System, on the racial and ethnic dimension of diversity, but our current vision of diversity is far more inclusive and incorporates gender, disability, sexual orientation and gender identity, religious affiliation, and other important characteristics. Because we have not systematically gathered information about the needs of faculty, staff and students and the issues that they face in relation to these characteristics, we plan to implement the following actions:

- a) Design and conduct a campus-wide climate survey (including faculty, staff and students).
- b) Analyze the data gathered by the climate survey and utilize the results to plan additional actions aimed at addressing the identified diversity issues. Identify trend data that could be utilized to monitor progress on diversity initiatives.
- c) Establish a Diversity Council to develop, implement, and monitor appropriate diversity-related procedures and activities. The Diversity Council will have a representative from the UMBC President's Office. The Council will meet semi-annually.
- d) Further enhance on-going initiatives by increasing the support for transfer students as UMBC continues to address the Achievement Gap.

This recommendation is advanced under overarching Commitment #1: "To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community."

Fifty percent of UMBC's population is comprised of transfer students. Most are transferring from one of sixteen (16) 2-year schools in Maryland. Students and families choose to begin their education at a two-year school for various reasons including financial, location/convenience (conducive to family and work obligations), and academic support.

The racial/ethnic composition of Maryland's public high school graduating classes will continue to show substantial diversification over

the coming decade and beyond. The state's public high school graduating class is forecast to become "majority-minority" (when minority graduates outnumber White non-Hispanic graduates) in 2010-11. About 61% of Maryland high school graduates who go on to Maryland colleges in the fall attend community colleges.

African American transfer students at UMBC have a six-year graduation rate 10 percentage points lower than White transfer students. It is UMBC's goal to increase the six-year graduation rate of all full-time transfer students to 62% by the entering fall class in 2015. In doing so, UMBC will reduce the difference in graduation rates between African American transfer students and White transfer students to less than five percent. In particular, it is UMBC's goal to increase the African American male transfer six-year graduation rate to at least 50%.

A two-pronged approach will be utilized to achieve this goal. First, we will expand and modify the traditional Introduction to an Honors University (IHU) seminar to serve all incoming transfer students by fall 2010. At UMBC, the IHU seminar has always been open to both freshmen and transfer students. Too few new transfer students, however, take advantage of this optional opportunity. With adequate funding, we will scale up to 49 sections of IHUs so that we may serve all transfer students enrolled at UMBC, and, once we have that capacity, actually require all transfer students to participate in an IHU.

Second, we will develop and provide Supplemental Instruction (SI) in the courses transfer students most often fail in their first semester at UMBC. SI is a highly successful, peer-led, instructional method shown to reduce course failure and increase participant grades, GPAs, and retention. Student SI leaders drawn from the Meyerhoff Scholarship Program will engage students in the learning processes necessary to succeed. SI will be provided in courses where transfer students struggle academically and actually have higher failure rates.

Another important support for transfer students concerns articulation between two and four year programs. This is key to ensure a healthy and productive relationship between two and four year partners. Through well-defined articulation building processes institutions are assured that students are well prepared for the upper level coursework at the four year academy. Further, articulation allows students to move seamlessly from

the 2-year to the 4-year experience without fear of unexpected loss of credit and most importantly, ensures students' timely progression toward degree completion. Currently, UMBC's articulation efforts are coordinated by a campus-wide committee. This approach has not served the institution or its partner schools well in that it is often very slow, confusing and cumbersome. In addition, the current process lacks expertise needed in effectively building clearly defined articulation agreements.

We recommend hiring a Coordinator of Articulation. Among other duties, the Coordinator of Articulation would be responsible for:

- Serving as the university articulation specialist
  - Developing and maintaining college and program articulation agreements
  - Enhancing ease of transfer to UMBC
  - Developing and maintaining relationships with Community College faculty and staff
  - Reviewing, monitoring, and coordinating transfer and articulation processes and agreements.
- e) Further enhance on-going initiatives by providing additional support for increasing the diversity of UMBC's faculty and staff. Concerning faculty hiring, it is UMBC's goal to recruit at least 10 additional faculty members from historically under-represented groups in the next 3 years. As one component of the strategy to achieve this goal, it is recommended that each UMBC department develop a list of promising graduate minority Ph.D. students so they can be invited to apply when an appropriate search begins. A pool of travel funds should be established for current faculty to attend major professional society meetings and identify promising future underrepresented minority faculty candidates.

Concerning enhancement of staff diversity, it is UMBC's goal to recruit specifically an increased number of Hispanic and Asian staff members to its community.

- f) Enhance support for the success of faculty and staff members recruited to UMBC under the various diversity initiatives. Recruitment of diverse faculty and staff members to UMBC, coupled with results of the climate survey recommended in b) above, will illuminate more specific areas of need. The University should anticipate hiring one or two additional staff members to coordinate activities designed to promote access, development, fairness, acceptance, and a culture of inclusion on campus.

#### IV. Additional Resources

The following is a list of links to websites for various ongoing UMBC initiatives where additional information can be obtained about these programs

Southern Regional Education Board (SREB) Dissertation Year Fellowships

<http://www.umbc.edu/gradschool/funding/SREB>

Office of Student Life, Mosaic: Culture and Diversity Center and Interfaith Center

<http://www.umbc.edu/studentlife/diversity/index.php>

PROMISE Alliance

<http://www.umbc.edu/promise/>

ACTiVATE Entrepreneurship Program

<http://www.umbc.edu/activate/>

Faculty Sponsorship Committee

[http://www.umbc.edu/advance/faculty\\_horizons.html](http://www.umbc.edu/advance/faculty_horizons.html)

President's Commission for Women

<http://www.umbc.edu/women/>

Meyerhoff Scholars Program

<http://www.umbc.edu/meyerhoff/index.html>

Center for Women and Information Technology

<http://www.umbc.edu/cwit/>

ADVANCE

<http://www.umbc.edu/advance/>

Women's Center

<http://www.umbc.edu/womenscenter/>

Learning Resources Center

<http://www.umbc.edu/lrc/>

Graduate Student Organizations

<http://www.umbc.edu/studentlife/getinvolved/organizations.php#cat13>



Social Sciences Forum

<http://www.umbc.edu/socsforum/>

Division of Student Affairs

<http://www.umbc.edu/saf/>

Career Services Center

<http://www.careers.umbc.edu/>

## Appendix – Budget

The following table presents the cost estimates for the activities included in the recommendations section III.D.

### Introduction to an Honors University

IHU instructors for 49 sections @ \$1,000 each	\$	49,000
Faculty stipends for 13 linked IHUs @ \$1,000 each	\$	13,000
Stipends for 49 peer mentors @ \$250 each	\$	12,250
Training and support for instructors and peers	\$	11,000
Hybrid and online course development	\$	5,000
Evaluation	\$	10,000
Equipment and supplies	\$	6,000
Administrative support from student workers	\$	4,000
Total	\$	<b>110,250</b>

### Supplemental Instruction

Coordinator salary and benefits (30%)	\$	52,000
Operational expenses (12%)	\$	5,400
Training and support for SI staff and SI leaders	\$	7,000
SI leader payroll* @ \$10 per hour	\$	18,720
Equipment and supplies	\$	5,000
Administrative support from student workers	\$	4,000
Evaluation	\$	10,000
Total:	\$	<b>102,120</b>

\*Start with 4 courses x 3 SI Leaders x 6 hours per week  
x \$10 per hour x 13 weeks x 2 semesters = \$18,720

Coordinator of Articulation salary and benefits (30%) \$ **52,000**

### New URM Faculty Lines

10 positions at average salary of \$72K and benefits (27%)	\$	914,400
Costs for search and outreach @\$4K/search	\$	40,000
Total:	\$	<b>954,400</b>

### Support staff

Two positions, salary and benefits (30%) \$ **104,000**

Grand Total \$ **1,322,770**

# Section III: Demographic Data

UMBC DATA FOR CULTURAL DIVERSITY REPORT - 2017-18 Report

TABLE 5: STUDENTS

UNDER- GRADUATE	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,646	16.5%	741	905	1,671	16.4%	758	913	1,924	17.1%	893	1,031	1,940	17.4%	907	1,033	2,028	18.1%	963	1,065
American Indian or Alaska Native	44	0.5%	25	19	52	0.5%	30	22	40	0.4%	21	19	16	0.1%	9	7	23	0.2%	15	8	23	0.2%	15	8
Asian	2,085	21.7%	1,106	979	2,034	20.4%	1,077	957	2,126	20.8%	1,171	955	2,295	20.4%	1,214	1,081	2,338	21.0%	1,248	1,090	2,417	21.5%	1,269	1,148
Hispanic/Latino	383	4.0%	201	182	388	3.9%	214	174	457	4.5%	230	227	670	6.0%	334	336	751	6.7%	375	376	829	7.4%	408	421
White	4,985	51.9%	2,911	2,074	5,150	51.8%	2,962	2,188	5,131	50.3%	3,005	2,126	4,906	43.6%	2,905	2,001	4,791	43.0%	2,901	1,890	4,620	41.1%	2,835	1,785
Native Hawaiian or other Pacific Islander*	-	0.0%			77	0.8%	24	53	47	0.5%	13	34	22	0.2%	9	13	13	0.1%	5	8	15	0.1%	7	8
Two or more races	-	0.0%			-	0.0%			164	1.6%	78	86	432	3.8%	225	207	429	3.9%	228	201	485	4.3%	259	226
Did Not Self Identify	157	1.6%	83	74	203	2.0%	105	98	167	1.6%	87	80	495	4.4%	308	187	417	3.7%	256	161	363	3.2%	214	149
International	351	3.7%	191	160	397	4.0%	230	167	407	4.0%	230	177	483	4.3%	268	215	440	3.9%	248	192	454	4.0%	253	201
TOTAL	9,612		5,246	4,366	9,947		5,383	4,564	10,210		5,593	4,617	11,243		6,165	5,078	11,142		6,183	4,959	11,234		6,223	5,011
GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	356	12.2%	144	212	275	10.3%	104	171	313	12.1%	142	171	294	11.8%	143	151	321	13.2%	143	178
American Indian or Alaska Native	9	0.3%	5	4	9	0.3%	6	3	3	0.1%	1	2	4	0.2%	1	3	5	0.2%	1	4	3	0.1%	1	2
Asian	170	6.4%	76	94	200	6.8%	106	94	156	5.8%	75	81	204	7.9%	109	95	216	8.6%	117	99	191	7.9%	109	82
Hispanic/Latino	69	2.6%	27	42	75	2.6%	32	43	83	3.1%	37	46	110	4.2%	58	52	105	4.2%	60	45	104	4.3%	52	52
White	1,400	52.7%	617	783	1,535	52.5%	679	856	1,274	47.6%	585	689	1,265	48.7%	639	626	1,158	46.4%	581	577	1,076	44.3%	524	552
Native Hawaiian or other Pacific Islander*	-	0.0%			9	0.3%	1	8	8	0.3%	1	7	5	0.2%	3	2	4	0.2%	3	1	2	0.1%	1	1
Two or more races	-	0.0%			-	0.0%			18	0.7%	8	10	38	1.5%	22	16	49	2.0%	23	26	48	2.0%	20	28
Did Not Self Identify	278	10.5%	126	152	232	7.9%	107	125	398	14.9%	213	185	98	3.8%	58	40	95	3.8%	56	39	118	4.9%	53	65
International	428	16.1%	232	196	507	17.3%	275	232	463	17.3%	241	222	559	21.5%	320	239	572	22.9%	328	244	565	23.3%	320	245
TOTAL	2,656		1,190	1,466	2,923		1,350	1,573	2,678		1,265	1,413	2,596		1,352	1,244	2,498		1,312	1,186	2,428		1,223	1,205

UNDER- GRADUATE	% chg f08-f17	% chg f16-f17
African American/Black	26.2%	4.5%
American Indian or Alaska Native	-47.7%	0.0%
Asian	15.9%	3.4%
Hispanic/Latino	116.4%	10.4%
White	-7.3%	-3.6%
Native Hawaiian or other Pacific Islander*	na	15.4%
Two or more races	na	13.1%
Did Not Self Identify	131.2%	-12.9%
International	29.3%	3.2%
TOTAL	16.9%	0.8%
GRADUATE	% chg f08-f17	% chg f16-f17
African American/Black	6.3%	9.2%
American Indian or Alaska Native	-66.7%	-40.0%
Asian	12.4%	-11.6%
Hispanic/Latino	50.7%	-1.0%
White	-23.1%	-7.1%
Native Hawaiian or other Pacific Islander*	na	-50.0%
Two or more races	na	-2.0%
Did Not Self Identify	-57.6%	24.2%
International	32.0%	-1.2%
TOTAL	-8.6%	-2.8%

UNDER- GRADUATE	% chg f09-f17	% chg f16-f17
African American/Black	23.2%	4.5%
American Indian or Alaska Native	-55.8%	0.0%
Asian	18.8%	3.4%
Hispanic/Latino	113.7%	10.4%
White	-10.3%	-3.6%
Native Hawaiian or other Pacific Islander*	-80.5%	15.4%
Two or more races	na	13.1%
Did Not Self Identify	78.8%	-12.9%
International	14.4%	3.2%
TOTAL	12.9%	0.8%
GRADUATE	% chg f09-f17	% chg f16-f17
African American/Black	-9.8%	9.2%
American Indian or Alaska Native	-66.7%	-40.0%
Asian	-4.5%	-11.6%
Hispanic/Latino	38.7%	-1.0%
White	-29.9%	-7.1%
Native Hawaiian or other Pacific Islander*	-77.8%	-50.0%
Two or more races	na	-2.0%
Did Not Self Identify	-49.1%	24.2%
International	11.4%	-1.2%
TOTAL	-16.9%	-2.8%

ALL STUDENTS	#		%		Male		Female		#		%		Male		Female		#		%		Male		Female	
African American/Black	1,909	15.6%	836	1,073	2,002	15.6%	885	1,117	1,946	15.1%	862	1,084	2,237	16.2%	1,035	1,202	2,234	16.4%	1,050	1,184	2,349	17.2%	1,106	1,243
American Indian or Alaska Native	53	0.4%	30	23	61	0.5%	36	25	43	0.3%	22	21	20	0.1%	10	10	28	0.2%	16	12	26	0.2%	16	10
Asian	2,255	18.4%	1,182	1,073	2,234	17.4%	1,183	1,051	2,282	17.7%	1,246	1,036	2,499	18.1%	1,323	1,176	2,554	18.7%	1,365	1,189	2,608	19.1%	1,378	1,230
Hispanic/Latino	452	3.7%	228	224	463	3.6%	246	217	540	4.2%	267	273	780	5.6%	392	388	856	6.3%	435	421	933	6.8%	460	473
White	6,385	52.0%	3,528	2,857	6,685	51.9%	3,641	3,044	6,405	49.7%	3,590	2,815	6,171	44.6%	3,544	2,627	5,949	43.6%	3,482	2,467	5,696	41.7%	3,359	2,337
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	86	0.7%	25	61	55	0.4%	14	41	27	0.2%	12	15	17	0.1%	8	9	17	0.1%	8	9
Two or more races	-	0.0%	-	-	-	0.0%	-	-	182	1.4%	86	96	470	3.4%	247	223	478	3.5%	251	227	533	3.9%	279	254
Did Not Self Identify	435	3.5%	209	226	435	3.4%	212	223	565	4.4%	300	265	593	4.3%	366	227	512	3.8%	312	200	481	3.5%	267	214
International	779	6.3%	423	356	904	7.0%	505	399	870	6.8%	471	399	1,042	7.5%	588	454	1,012	7.4%	576	436	1,019	7.5%	573	446
TOTAL	12,268	100.0%	6,436	5,832	12,870		6,733	6,137	12,888		6,858	6,030	13,839		7,517	6,322	13,640		7,495	6,145	13,662		7,446	6,216

ALL STUDENTS	% chg f08-f17	% chg f16-f17
African American/Black	23.0%	5.1%
American Indian or Alaska Native	-50.9%	-7.1%
Asian	15.7%	2.1%
Hispanic/Latino	106.4%	9.0%
White	-10.8%	-4.3%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	11.5%
Did Not Self Identify	10.6%	-6.1%
International	30.8%	0.7%
TOTAL	11.4%	0.2%

ALL STUDENTS	% chg f09-f17	% chg f16-f17
African American/Black	17.3%	5.1%
American Indian or Alaska Native	-57.4%	-7.1%
Asian	16.7%	2.1%
Hispanic/Latino	101.5%	9.0%
White	-14.8%	-4.3%
Native Hawaiian or other Pacific Islander*	-80.2%	0.0%
Two or more races	na	11.5%
Did Not Self Identify	10.6%	-6.1%
International	12.7%	0.7%
TOTAL	6.2%	0.2%

TABLE 6: FACULTY

ALL FACULTY	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	60	5.9%	24	36	54	5.3%	24	30	53	5.1%	25	28	69	6.8%	33	36	71	7.1%	31	40	69	6.8%	32	37
American Indian or Alaska Native	2	0.2%	-	2	3	0.3%	1	2	2	0.2%	1	1	2	0.2%	1	1	-	0.0%	-	-	2	0.2%	-	2
Asian	107	10.5%	72	35	132	13.0%	87	45	130	12.6%	83	47	130	12.7%	68	62	132	13.3%	70	62	143	14.0%	80	63
Hispanic/Latino	11	1.1%	6	5	12	1.2%	5	7	18	1.7%	7	11	23	2.3%	7	16	25	2.5%	10	15	31	3.0%	18	13
White	714	70.1%	430	284	710	69.8%	430	280	712	69.0%	434	278	732	71.8%	414	318	707	71.1%	405	302	718	70.5%	393	325
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	2	0.2%	1	1	7	0.7%	4	3	4	0.4%	1	3	6	0.6%	2	4
Did Not Self Identify	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	123	12.1%	83	40	106	10.4%	73	33	115	11.1%	69	46	57	5.6%	33	24	55	5.5%	34	21	49	4.8%	30	19
TOTAL	1,018		615	403	1,017		620	397	1,032		620	412	1,020		560	460	994		551	443	1,019		556	463

ALL FACULTY	% chg f08-f17	% chg f16-f17
African American/Black	15.0%	-2.8%
American Indian or Alaska Native	0.0%	na
Asian	33.6%	8.3%
Hispanic/Latino	181.8%	24.0%
White	0.6%	1.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	-100.0%	na
International	-60.2%	-10.9%
TOTAL	0.1%	2.5%

ALL FACULTY	% chg f09-f17	% chg f16-f17
African American/Black	27.8%	-2.8%
American Indian or Alaska Native	-33.3%	na
Asian	8.3%	8.3%
Hispanic/Latino	158.3%	24.0%
White	1.1%	1.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-53.8%	-10.9%
TOTAL	0.2%	2.5%

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	21	5.6%	11	10	19	5.0%	10	9	20	5.3%	12	8	26	6.5%	13	13	26	6.5%	12	14	25	6.2%	11	14
American Indian or Alaska Native	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Asian	41	10.8%	26	15	50	13.1%	31	19	51	13.4%	32	19	67	16.8%	38	29	71	17.8%	41	30	75	18.6%	42	33
Hispanic/Latino	6	1.6%	3	3	7	1.8%	3	4	8	2.1%	3	5	13	3.3%	5	8	13	3.3%	7	6	13	3.2%	7	6
White	277	73.3%	175	102	282	74.0%	177	105	282	74.2%	177	105	279	69.8%	169	110	275	68.8%	164	111	275	68.1%	162	113
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	-	-	2	0.5%	-	2	2	0.5%	-	2	3	0.7%	-	3
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	33	8.7%	18	15	23	6.0%	14	9	18	4.7%	10	8	13	3.3%	8	5	13	3.3%	7	6	13	3.2%	8	5
TOTAL	378		233	145	381		235	146	380		234	146	400		233	167	400		231	169	404		230	174
NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	35	5.5%	14	21	33	5.1%	13	20	43	6.9%	20	23	45	7.6%	19	26	44	7.2%	21	23
American Indian or Alaska Native	2	0.3%	-	2	3	0.5%	1	2	2	0.3%	1	1	2	0.3%	1	1	-	0.0%	-	-	2	0.3%	-	2
Asian	66	10.3%	46	20	82	12.9%	56	26	79	12.1%	51	28	63	10.2%	30	33	61	10.3%	29	32	68	11.1%	38	30
Hispanic/Latino	5	0.8%	3	2	5	0.8%	2	3	10	1.5%	4	6	10	1.6%	2	8	12	2.0%	3	9	18	2.9%	11	7
White	437	68.3%	255	182	428	67.3%	253	175	430	66.0%	257	173	453	73.1%	245	208	432	72.7%	241	191	443	72.0%	231	212
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	5	0.8%	4	1	2	0.3%	1	1	3	0.5%	2	1
Did Not Self Identify	1	0.2%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	90	14.1%	65	25	83	13.1%	59	24	97	14.9%	59	38	44	7.1%	25	19	42	7.1%	27	15	36	5.9%	22	14
TOTAL	640		382	258	636		385	251	652		386	266	620		327	293	594		320	274	615		326	289

TENURED/ TENURE TRACK FACULTY	% chg f08-f17	% chg f16-f17
African American/Black	19.0%	-3.8%
American Indian or Alaska Native	na	na
Asian	82.9%	5.6%
Hispanic/Latino	116.7%	0.0%
White	-0.7%	0.0%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-60.6%	0.0%
TOTAL	6.9%	1.0%
NON-TENURE TRACK FACULTY	% chg f08-f17	% chg f16-f17
African American/Black	12.8%	-2.2%
American Indian or Alaska Native	0.0%	na
Asian	3.0%	11.5%
Hispanic/Latino	260.0%	50.0%
White	1.4%	2.5%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	-100.0%	na
International	-60.0%	-14.3%
TOTAL	-3.9%	3.5%

TENURED/ TENURE TRACK FACULTY	% chg f09-f17	% chg f16-f17
African American/Black	31.6%	-3.8%
American Indian or Alaska Native	na	na
Asian	50.0%	5.6%
Hispanic/Latino	85.7%	0.0%
White	-2.5%	0.0%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-43.5%	0.0%
TOTAL	6.0%	1.0%
NON-TENURE TRACK FACULTY	% chg f09-f17	% chg f16-f17
African American/Black	25.7%	-2.2%
American Indian or Alaska Native	-33.3%	na
Asian	-17.1%	11.5%
Hispanic/Latino	260.0%	50.0%
White	3.5%	2.5%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-56.6%	-14.3%
TOTAL	-3.3%	3.5%

TABLE 7: STAFF

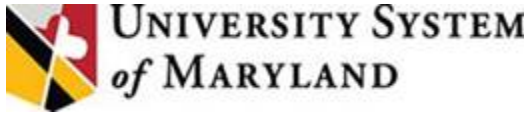
STAFF (excluding grad asst)	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	276	23.2%	81	195	279	23.2%	88	191	282	21.9%	77	205	277	21.5%	82	195	311	23.6%	88	223
American Indian or Alaska Native	5	0.4%	2	3	5	0.4%	2	3	4	0.3%	1	3	1	0.1%	1	-	-	0.0%	-	-	1	0.1%	1	-
Asian	40	3.3%	15	25	39	3.3%	17	22	45	3.7%	16	29	46	3.6%	16	30	49	3.8%	19	30	56	4.3%	22	34
Hispanic/Latino	19	1.6%	9	10	18	1.5%	10	8	22	1.8%	11	11	27	2.1%	13	14	27	2.1%	13	14	32	2.4%	13	19
White	877	71.9%	338	539	848	71.4%	350	498	846	70.3%	358	488	912	70.8%	380	532	914	70.8%	382	532	891	67.7%	366	525
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	5	0.4%	2	3	5	0.4%	2	3	5	0.4%	2	3
Two or more races	-	0.0%	-	-	-	0.0%	-	-	4	0.3%	1	3	10	0.8%	3	7	12	0.9%	6	6	16	1.2%	9	7
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1	1	0.1%	1	-	-	0.0%	-	-	-	0.0%	-	-
International	3	0.2%	1	2	2	0.2%	1	1	3	0.2%	1	2	4	0.3%	2	2	7	0.5%	1	6	5	0.4%	-	5
<b>TOTAL</b>	<b>1,220</b>		<b>463</b>	<b>757</b>	<b>1,188</b>		<b>461</b>	<b>727</b>	<b>1,204</b>		<b>476</b>	<b>728</b>	<b>1,288</b>		<b>495</b>	<b>793</b>	<b>1,291</b>		<b>505</b>	<b>786</b>	<b>1,317</b>		<b>501</b>	<b>816</b>

\* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category.  
 Two or More Races category available beginning in Fall 2010 reports.  
 SOURCES: REX Data Warehouse - Employees and ReportStudentTerm tables.  
 Prepared by UMBC IRADS, April 2018

STAFF (excluding grad asst)	% chg f08-f17	% chg f16-f17
African American/Black	12.7%	12.3%
American Indian or Alaska Native	-80.0%	na
Asian	-40.0%	14.3%
Hispanic/Latino	68.4%	18.5%
White	1.6%	-2.5%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	33.3%
Did Not Self Identify	na	na
International	66.7%	-28.6%
<b>TOTAL</b>	<b>8.0%</b>	<b>2.0%</b>

STAFF (excluding grad asst)	% chg f09-f17	% chg f16-f17
African American/Black	12.7%	12.3%
American Indian or Alaska Native	-80.0%	na
Asian	-43.6%	14.3%
Hispanic/Latino	77.8%	18.5%
White	5.1%	-2.5%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	33.3%
Did Not Self Identify	na	na
International	150.0%	-28.6%
<b>TOTAL</b>	<b>10.9%</b>	<b>2.0%</b>

**THIS PAGE IS INTENTIONALLY LEFT BLANK**



**2017-2018**

(demographic dates modified and template redistributed on 5/16/18)

## **INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE**

---

**Institution:** UMCES **Date Submitted:** 7/27/18

**Point(s) of Contact (names and email addresses):** Lynn Rehn [lrehn@umces.edu](mailto:lrehn@umces.edu), Lisa Ross [lross@umces.edu](mailto:lross@umces.edu)

### **Overall Guidelines:**

- **For the 2017-2018 Programs of Cultural Diversity Annual Progress Report, complete the three sections in this template.**
- **Please submit your report to Zakiya Lee ([zlee@usmd.edu](mailto:zlee@usmd.edu)) by Friday, June 29, 2018.**

**Section I: Progress Report:** §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

### **Guidelines for Section I:**

- **Submissions for Section I (Table 1, Table 2, and Statement I) should be 10 to 12 pages.**
- **Bulleted, succinct descriptions of major initiatives and strategies are ideal.**



**Section I - Table I: Reporting of Institutional Goal I**

<p><b>Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b></p> <p>Timeline for meeting goal within the diversity plan: _____January 2018 -_March 2018 and ongoing_____</p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.</p> <p><b>UMCES UPDATE</b></p> <ul style="list-style-type: none"> <li>Implementation of PeopleAdmin tracking system for hiring and recruitments - March 2018. Includes applicant diversity tracking.</li> <li>Partner with UMD to increase enrollment and diversity in MEES program. Submitted joint enhancement funding request to USM in May 2018 for fellowship funding to attract and retain students in program.</li> <li>Continued participation in NOAA Living Marine Resources Cooperative Science Center. (LMRCSC)</li> </ul>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p> <ul style="list-style-type: none"> <li>Six faculty/staff searches in progress since live implementation of new system.</li> <li>Underrepresented minority student enrollments in MEES program.</li> <li>\$300k in current active funding from NOAA supports student research, stipends, and tuition.</li> </ul>	<p>Data to demonstrate where progress has been achieved / indicators of success</p> <ul style="list-style-type: none"> <li>1 search completed and resulted in minority candidate hire.</li> <li>Attached student enrollment data chart.</li> <li>Program has graduated over a dozen students with two students advancing to candidacy this past year. Another 10 -12 students have been co-mentored by UMCES faculty in marine science programs at partner institutions.</li> </ul>	<p>Areas where continuous improvement is needed</p> <ul style="list-style-type: none"> <li>Continued focus on procedure enhancements to attract diverse applicant pool.</li> <li>Lack of funding resources. Continue to pursue private and sponsored funding opportunities.</li> <li>Additional similarly targeted funding opportunities.</li> </ul>

--	--	--	--

**Section I - Table 2: Reporting of Institutional Goal 2**

<b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>			
Timeline for meeting goal within the diversity plan: ___March 2018-June 2018 and ongoing_____			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul> <p><b>UMCES UPDATE</b></p> <ul style="list-style-type: none"> <li>• UMCES began its first Institutional Assessment process in July 2018. Includes a campus climate, diversity and inclusion assessment. Will include external consulting group implementation of survey and results review. Expect to complete process by November 2018.</li> <li>• Current plan shared with UMCES Graduate Student Council and feedback provided in form of Graduate Student Council Diversity and Inclusion Plan shared with Executive Leadership May 2017.</li> <li>• Ongoing pursuit of gift and grants that support cultural diversity initiatives.</li> </ul>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p> <ul style="list-style-type: none"> <li>• Interviews and Campus Climate Survey results.</li> <li>• Ongoing feedback from Graduate Student representatives.</li> <li>• Number and \$ value of gifts and grants received.</li> </ul>	<p>Data to demonstrate where progress has been achieved / indicators of success</p> <ul style="list-style-type: none"> <li>• Expected data results November 2018.</li> <li>• UMCES Administrative Council leadership group includes Student member beginning November 2017.</li> <li>• In addition to \$300k in NOAA funding to support minority student success in marine</li> </ul>	<p>Areas where continuous improvement is needed</p> <ul style="list-style-type: none"> <li>• N/A until final results completed.</li> <li>• Funding to assist with Student requested initiatives.</li> <li>• Additional similarly targeted funding opportunities.</li> </ul>

		sciences, UMCES also obtained private funding from L'oreal in support of research mentoring activities for underrepresented community college students in STEM.	

**Section I - Statement I: Reporting of Institutional Goal 3**

**Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.**

University of Maryland Center for Environmental Science (UMCES) is committed to providing a safe environment for faculty, staff, students, visitors, and volunteers at all its sites. UMCES provides campus security for each laboratory location by establishing a Memorandum of Understanding (MOU) with local law enforcement departments or other security entities. The crime information and data for each lab campus areas are available through the local law enforcements website.

<https://www.umces.edu/public-safety>

**Section II: Institutional Plan:** §11-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum. **See Attached Addendum Report.**

**Section III: Demographic Data:** Per the request of the Board of Regents, institutions will include demographic data in each annual progress report on programs of cultural diversity. To meet this requirement, please provide separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data as indicated in the example below. These tables should be in an appendix and should not be included in the 12-page maximum. **See Attached Demographic Data Table.**



## University of Maryland Center for Environmental Science

# Cultural Diversity Programs and Planning

### Introduction

The University of Maryland Center for Environmental Science (UMCES) operates under specific statutory mandates and a revised Mission Statement approved by the University System of Maryland (USM) Board of Regents and the Maryland Higher Education Commission in early 2012. Its statutory mandate is to “conduct a comprehensive program to develop and apply a predictive ecology for Maryland to the improvement and preservation of the physical environment through a program of research, public service, and education.” This revised mission included a path for accreditation to award joint degrees with other USM partners and to assume an expanded role in graduate and professional education. UMCES completed its accreditation review by the Middle States Commission on Higher Education and was awarded accreditation in March 2016. Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES leads, coordinates, and catalyzes environmental research and education within the USM. The UMCES Strategic Plan, *Focus on the Future*, defines UMCES’ commitment to cultural diversity and future goals and plans through 2018. The Strategic Plan emphasizes our commitment to engage students from groups underrepresented in the environmental sciences as well as training and inspiring the nation’s next generation of environmental scientists.

The core values of UMCES as stated on page 4 of the Strategic Plan are:

- *Commitment to environmental discovery, integration, application, and education that epitomizes our institutional responsibility to serve society.*
- *Adherence to the highest standards of academic independence in the pursuit of discovery and knowledge.*
- *Engagement in translational science in partnership with scientific colleagues, other units in the USM, agencies and stakeholders.*
- *Responsiveness to the needs of colleagues, sponsors, governments, and stakeholders.*

- *Maintenance of an atmosphere of egalitarianism with no barriers based on status and authority, enhancing shared governance and a commitment to diversity.*

## **UMCES Plan to Enhance Cultural Diversity**

### **Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty**

#### *Hiring Procedures*

- Enhance procedures to expand the diversity of applicant pools
- Establish procedures to document assess efforts to expand the pool of diverse applicants
- Identify resources needed to
  - Train/ help search committees recruit
  - attract diverse applicants
  - retain diverse applicants
- Implement a new system to track and assess the results of enhanced hiring practices
- **Completion Date:** *January 2018*
- **Cost:** *\$20,000 per year*

#### *Seek to partner with other USM institutions to develop a five-year Marine Estuarine Environmental Sciences (BS/MS) program*

- Seek to develop and partner with one or more USM institutions to develop a combined MEES BS/MS program targeted for underrepresented minorities. Attract underrepresented groups that at the undergraduate level who would not be able to financially consider going on to graduate school.
- **Feasibility study completion date:** Ongoing with UMD.
- **Cost:** none for study. Up to 40,000 per year for program implementation.

#### *Engage students from underrepresented groups in UMCES environmental sciences programs.*

- Sustained participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA).
- **Timeline:** Ongoing
- **Cost:** No additional cost

### **Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.**

#### *Administrative Coordination and Accountability*

- Develop and implement annual reporting to the campus community on the state of the cultural diversity effort.
- Develop and conduct a Campus Climate Survey to establish baseline for assessment
- **Completion Date:** *November 2018 (update with first progress report to USM).*
- **No Cost**

### *Complete an assessment of Marine Estuarine Environmental Science (MEES) program courses*

- Assess how and if the Marine Estuarine Environmental Science (MEES) courses are meeting the general education goals of
  - Interpersonal Communication – Acquiring abilities to relate to and work effectively with diverse groups of people
  - Social Responsibility – Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community
- **Completion Date:** *December 2018 (necessary for Middle States accreditation review).*
- **No Additional Cost**

### *Student Organizations*

- Copies of this plan will be shared with the UMCES Graduate Student Council organization. They will be asked to review the documents and to provide feedback on plans for cultural diversity.
- Planned program events to expose students to artistic expression and intellectual perspective representing diverse cultures
- **Timeline:** *Ongoing*
- **No Additional Cost**

### *Faculty and Administrative and Support Staff Development*

- Explain to new faculty and staff the importance of cultural diversity to the mission of the University and related challenges and opportunities in the classroom during new faculty and staff orientation programs.
- Copies of plan will be shared with the UMCES Staff Council for review, feedback and new diversity initiative ideas.
- **Timeline:** *Ongoing*
- **Cost: No additional Cost**

### *Alumni Programs*

- Determine ways to engage alumni in the cultural diversity initiative.
- Design an alumni survey to assist with understanding the perceptions and interests of minority groups among its alumni and share this information with the campus community
- **Timeline:** *December 2018*
- **No Additional Cost**

### *Designated gifts & grants that support cultural diversity*

- **Timeline:** *Ongoing*
- **No Additional Cost**

### **Goal 3: Efforts and process for the reporting of hate-based crimes consistent with federal requirements.**

#### *Administrative Coordination and Accountability*

- Develop and implement policy, process, and procedure with local police organizations where UMCES campuses are located for the reporting of hate-based crimes.
- **Completion Date:** December 2017
- **No Cost**

### **Conclusion**

In summary, UMCES has made great strides in defining its commitment to cultural diversity for students, faculty, and staff through our accreditation process and strategic planning. Our goals, outlined in this plan, will take us through the next level of implementing initiatives and programs to improve cultural diversity on our campuses. Outreach and training will continue throughout the next year to assess and monitor our progress in this area.

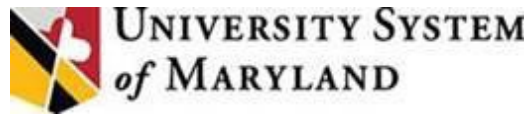


Students																
Table 3																
Term	2008 - 2009				2010 - 2011				2016 - 2017				2017 - 2018			
	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%
African America/Black	2	1	3	0%	1	1	2	3%	2	1	3	5%	1	1	2	4%
American Indian or Alaska Native	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Asian	3	6	9	16%	3	5	8	13%	2	0	2	4%	5	2	7	13%
Hispanic/Latino	1	0	1	2%	0	0	0	0%	0	0	0	0%	2	1	3	5%
White	23	17	40	73%	30	20	50	79%	28	14	42	76%	21	10	31	56%
Native American or other Pacific Islander	0	0	0	0%	0	0	0	0%	1	0	1	2%	0	0	0	0%
Two or more races	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Did not self identify	1	1	2	4%	2	1	3	5%	2	5	7	13%	7	5	12	22%
Total	30	25	55	95%	36	27	63	100%	35	20	55	100%	36	19	55	100%

Faculty																
Table 4																
Term	2008 - 2009				2010 - 2011				2016 - 2017				2017 - 2018			
	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%
African America/Black	3	0	3	2%	1	0	1	1%	1	0	1	1%	1	0	1	1%
American Indian or Alaska Native	0	0	0	0%	0	0	0	0%	1	0	1	1%	0	0	0	0%
Asian	1	5	6	4%	4	9	13	9%	5	9	14	9%	5	12	17	11%
Hispanic/Latino	0	0	0	0%	0	0	0	0%	0	0	0	0%	1	0	1	1%
White	73	76	149	94%	76	61	137	91%	60	60	120	81%	59	62	121	79%
Native American or other Pacific Islander	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Two or more races	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Did not self identify	0	0	0	0%	0	0	0	0%	6	7	13	9%	6	7	13	8%
Total	77	81	158	100%	81	70	151	100%	73	76	149	100%	72	81	153	100%

Staff (Regular)																
Table 5																
Term	2008 - 2009				2010 - 2011				2016 - 2017				2017 - 2018			
	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%
African America/Black	8	3	11	11%	8	4	12	12%	6	3	9	8%	2	1	3	3%
American Indian or Alaska Native	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Asian	0	4	4	4%	1	5	6	6%	0	2	2	2%	0	2	2	2%
Hispanic/Latino	0	0	0	0%	0	0	0	0%	1	1	2	2%	1	1	2	2%
White	45	37	82	83%	46	38	84	82%	47	47	94	84%	29	54	83	90%
Native American or other Pacific Islander	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Two or more races	0	0	0	0%	0	0	0	0%	0	3	3	3%	0	1	1	1%
Did not self identify	1	1	2	2%	0	0	0	0%	1	1	2	2%	1	1	2	2%
Total	54	45	99	100%	55	47	102	100%	55	57	112	100%	33	59	92	100%

**THIS PAGE IS INTENTIONALLY LEFT BLANK**



2017-2018

**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT**

University of Maryland, College Park

Contact: Roger L. Worthington, Ph.D. / Interim Associate Provost and Chief Diversity Officer

E-mail: rlw@umd.edu

Staff in the Office of Diversity & Inclusion (ODI) at the University of Maryland, College Park, compiled the information for this report. Responses for Section I, Goals 1 and 2 were provided by the units named in the report. Section I, Goal 3 is our Hate/Bias Incident Response Protocol. Section II is Transforming Maryland, the Strategic Plan for Diversity at the University of Maryland (December 2010). Section III is demographic data that were provided by the Office of Institutional Research, Planning & Assessment (IRPA).

**Section I - Table 1: Reporting of Institutional Goal 1**

<b>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b>			
Timeline for meeting goal within the diversity plan: <a href="#">2018 (see pages 19 and 20 of Transforming Maryland)</a>			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated.	Data to demonstrate where progress has been achieved / indicators of success.	Areas where continuous improvement is needed.
<p><b>The Office of Undergraduate Admissions</b> has created a multi-tiered strategy designed to impact students from prior to the point of application through enrollment and includes:</p> <ul style="list-style-type: none"> <li>• Education about the college application process</li> <li>• Recruitment</li> <li>• A holistic application review process</li> <li>• Special program and merit scholarship review and selection and,</li> <li>• Yield efforts</li> </ul>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• The number of interactions with traditionally underrepresented students and those who support them</li> <li>• The number of students who chose to apply for admission</li> <li>• The numbers of these students who complete the application process</li> <li>• The number of these students that apply, enroll, and graduate from Maryland</li> </ul>	<p>From Fall 2016 to Fall 2017, the percentage of incoming first-year students who are underrepresented minorities decreased:</p> <ul style="list-style-type: none"> <li>• Overall: -9.0%</li> <li>• African American: -19.3%</li> <li>• U.S. Hispanic: -20.2%</li> <li>• Two or more: -19.0%</li> </ul>	<p>We will continue to learn from what the environment presents and adjust our strategies during periods where numbers are not increasing.</p> <p>We have experienced great success in attracting talented and diverse students to the university over time.</p> <p>We anticipate periods when the numbers may not increase, and at times may even dip because of unforeseen factors in the environment. As we are currently experiencing one of those periods, we are redoubling our efforts while we continue to learn from what the environment presents and adjust our strategies.</p>

<p><b>Graduate School</b> initiatives include the following:</p> <ul style="list-style-type: none"> <li>• Annual Networking Reception for Diverse Students and Faculty</li> <li>• PROMISE AGEP programming and activities including PhD Completion Workshops</li> <li>• Fall Harvest Dinner and Networking Reception</li> <li>• Writing retreats</li> <li>• Annual Research Symposium and Professional Development Conference</li> <li>• Invited guest speakers of STEM initiatives</li> <li>• Bi-monthly listening sessions with URM graduate students</li> <li>• Spring Speaker Series</li> <li>• Conversations on Graduate Diversity Series</li> <li>• Continued outreach for URM undergraduate research programs nationally and HBCU institutions</li> </ul>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Tracking for the last five years of URM students from application to admissions to enrollment</li> </ul>	<p>From 2016 to 2017, we have seen a 0.4% increase in overall graduate student enrollment with an increase of 2.8% in URM enrollment:</p> <ul style="list-style-type: none"> <li>• American Indian or Alaska Native students - from 15 to 10</li> <li>• Black or African American - from 845 to 867</li> <li>• Latino/a or Hispanic - from 425 to 445</li> <li>• Two or more - from 201 to 215</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to identify and develop appropriate recruitment methods and outreach</li> <li>• Build relationships with institutions, programs, and directors and coordinators that serve minority/URM/URG students.</li> <li>• Build relationships among institutions, programs, and directors/coordinators to enhance and maximize recruitment efforts among applicant pool</li> <li>• Expand fee waiver programs</li> <li>• Support of more UMCP faculty for recruitment initiatives</li> </ul>
<p><b>Academic Achievement Programs (AAP)</b>, recruitment and retention programs in support of low-income and first-generation students. Specific programs include the following:</p> <ul style="list-style-type: none"> <li>• Student Support Services/Intensive Educational Development program (1,102 students)</li> <li>• McNair Post-Baccalaureate Achievement Program (32 students)</li> <li>• Educational Opportunity Center (1,000 students)</li> <li>• Educational Talent Search (1,000 students)</li> <li>• Summer Transitional Program (123 students)</li> </ul>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Survey Monkey questionnaires and other evaluation forms</li> <li>• Addressing academic, personal, and behavioral problems</li> </ul>	<p>First year retention and graduation rates of first generation students:</p> <ul style="list-style-type: none"> <li>• University - 93.1%</li> <li>• AAP - 96.6%</li> <li>• All first-generation</li> </ul> <p>University Minority Students - 94.1%</p> <ul style="list-style-type: none"> <li>• AAP Minority Students - 97.3%</li> </ul> <p>Six-year retention and graduation rates of first generation students:</p> <ul style="list-style-type: none"> <li>• University (2011 cohort) - 76.2%</li> <li>• AAP - 74.5%</li> </ul>	<ul style="list-style-type: none"> <li>• Examine closely AAP students' attitudes and student's actual performance</li> </ul>

		<ul style="list-style-type: none"> <li>• All first-generation University minority students - 75%</li> <li>• AAP minority students - 75%</li> <li>• All first-generation University African American Students - 67.5%</li> <li>• AAP African American Students - 67.6%</li> <li>• All first-generation University Hispanic Students - 81.3%</li> <li>• AAP Hispanic Students - 85.7%</li> </ul>	
<p><b>University of MD Incentive Awards Program</b>, recruitment and ongoing support of economically disadvantaged students from Baltimore City and Prince Georges County (currently with 63 students throughout undergraduate spectrum).</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Thorough review of students' academic performance on a semester basis</li> <li>• Customized interventions based on review</li> <li>• Number and quality of co-curricular experiences (e.g., internships, research, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• First-year retention rate: 95%</li> <li>• Six-year graduation rates: 85% (both equal to all UMD students)</li> </ul>	<ul style="list-style-type: none"> <li>• Refinement of intervention efforts according to students' demonstrated needs</li> <li>• Enhanced connections between potential employers and IAP students</li> </ul>
<p><b>Office of Multi-ethnic Student Education (OMSE)</b>, College Success Scholars (CSS) program – aimed at retention/graduation of Black and Latino men.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• First-year retention rates</li> <li>• Retention and graduation rates (compared to non-CSS participants)</li> </ul>	<p>CSS has 140 active scholars and has served 355 scholars since 2007. The average one-year retention rates for 2011-2016 cohorts are as follows:</p> <ul style="list-style-type: none"> <li>• Black or African American Male CSS students (<math>n = 174</math>) - 95.4% - higher than Black or African American Male non-CSS students (93.8%, <math>n = 1,284</math>) by 1.6 percentage points</li> </ul>	<ul style="list-style-type: none"> <li>• Additional resources (personnel and material) to support 100% retention and graduation rate goals</li> <li>• Additional resources (personnel and materials) to support increased number of students served</li> </ul>

		<ul style="list-style-type: none"> <li>• Hispanic Male CSS students (<math>n = 54</math>) - 96.3% - higher than Hispanic Male non-CSS students (93.8%, <math>n = 996</math>) by 2.5 percentage points</li> </ul> <p>The average six-year graduation rates for 2007 – 2011 cohorts are as follows:</p> <ul style="list-style-type: none"> <li>• Black or African American Male CSS students (<math>n = 82</math>) - 90.2% - higher than Black or African American Male non-CSS students (70.5%, <math>n = 941</math>) by 19.8 percentage points</li> <li>• Hispanic Male CSS students (<math>n = 33</math>) - 78.8% - higher than Hispanic Male non-CSS students (75.6%, <math>n = 675</math>) by 3.2 percentage points</li> </ul>	
<p><b>Office of Multi-ethnic Student Education (OMSE)</b>, Tutorial Program for STEM-related courses with high D, F and W grades – aimed at retention of students of color.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Total number of one-hour sessions</li> <li>• Total number of NEW students served</li> <li>• Total number of review sessions provided</li> <li>• Number and percent of subjects provided</li> <li>• Number and percent of tutor productivity</li> <li>• Demographics of tutees</li> </ul>	<p>1,063 tutoring sessions were provided:</p> <ul style="list-style-type: none"> <li>• 679 Students in 21 Review Sessions</li> <li>• Math: 735 sessions recorded</li> <li>• Chemistry: 99 sessions recorded</li> <li>• Physics: 121 sessions recorded</li> </ul> <p>Student Demographics for the program:</p> <ul style="list-style-type: none"> <li>• First year: 53%</li> <li>• Sophomore: 28%</li> <li>• Junior: 11%</li> <li>• Senior: 4%</li> <li>• Full time students: 87.6%</li> </ul>	<ul style="list-style-type: none"> <li>• Additional resources (personnel and material) to support our goal of providing tutoring in subjects/ courses with the most critical need</li> <li>• Additional resources (personnel and materials) to support our ability to increase the number of students served based on unfulfilled requests for tutorial assistance</li> </ul>

		<ul style="list-style-type: none"> <li>• Part-time students: 5.52%</li> <li>• Female: 57%</li> <li>• Male: 43%</li> <li>• Transfer: 4%</li> <li>• Special advanced students: 0.41%</li> <li>• Graduate students: 2%</li> <li>• On-campus: 68%</li> <li>• Off-campus: 19.1%</li> <li>• Commuters: 13.27%</li> <li>• African American: 28%</li> <li>• White: 33.6%</li> <li>• Asian American: 25.1%</li> <li>• Hispanic: 8.1%</li> <li>• Biracial: 6.33%</li> <li>• International: 2.8%</li> <li>• American Indian: 1.22%</li> <li>• Pell recipients: 29%</li> <li>• First generation: 19%</li> </ul>	
<p><b>Student Success Initiative (SSI)</b> provides a network of support and outreach to Black male students, including direct outreach to students who are experiencing academic or financial difficulties.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• IRPA's 6-year graduation rates</li> </ul>	<p>Six-year graduation rates for Black male students:</p> <ul style="list-style-type: none"> <li>• Fall 2006 cohort: 68%</li> <li>• Fall 2011 cohort: 70.7%</li> <li>• Difference: 2.7 percentage points</li> </ul> <p>Six-year graduation rates for all Black students:</p> <ul style="list-style-type: none"> <li>• Fall 2006 cohort: 74.2%</li> <li>• Fall 2011 cohort: 79.5%</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying students in need of support earlier in their matriculation at Maryland</li> </ul>

		<ul style="list-style-type: none"> <li>• Difference: 5.3 percentage points</li> </ul> <p>Six-year graduation rates for all White male students:</p> <ul style="list-style-type: none"> <li>• Fall 2006 cohort: 80.8%</li> <li>• Fall 2011 cohort: 84.2%</li> <li>• Difference: 3.4 percentage points</li> </ul> <p>Achievement gap between Black male students and White male students:</p> <ul style="list-style-type: none"> <li>• Fall 2006 cohort: 12.8 % pts.</li> <li>• Fall 2011 cohort: 13.5 % pts.</li> </ul>	
<p><b>ADVANCE</b> supports the creation and maintenance of inclusive academic cultures for all faculty, with particular emphasis on the recruitment, retention, and advancement of women and URM faculty. We do the following ADVANCE activities:</p> <ul style="list-style-type: none"> <li>• ADVANCE Professor mentoring program (one senior woman assigned to each college to mentor and improve work environments)</li> <li>• 5 year-long faculty peer networks for different groups (women assistant professors, associate women professors, men and women faculty of color, women and men professional track faculty, women and men mid-career and senior leaders); groups meet once a month for 2 hours</li> <li>• Inclusive Hiring Pilot: assists search committees with integrating inclusive hiring practices into their faculty search processes</li> <li>• TERP Allies: interactive theater program that includes a workshop on how to see biases as they emerge in the academic workplace and be a good ally to intervene</li> <li>• Dashboard: Online faculty salary, demographic, service and related data to provide transparency and information for searches</li> <li>• Research and Evaluation: Sharing of recent social science research on workload, academic careers and diversity with campus and via publications</li> </ul>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Institutional data (i.e., annual tracking of hiring, retention &amp; advancement data by gender, race, rank, college and a dashboard of demographics, salary, and campus service data)</li> <li>• Participant database where we compare the retention and advancement of ADVANCE activity participants to non-participant peers</li> <li>• Pre-post surveys of participants in all major ADVANCE programs and annual program evaluation reports</li> <li>• Exit interviews and retention interviews (faculty who are leaving and those who we successfully retained)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of annual retention data shows that since 2010 fewer women assistant professors resign pre-tenure; there are still more women assistant professors that leave than men pre-tenure but the gap is smaller</li> <li>• There are no significant differences between men and women receiving tenure or promotion among those who sit for the decision</li> <li>• Women and URM advance participants are more likely to be retained by the university than peers who did not participate</li> <li>• Three-fourths of participants in Leadership Fellows program are now department chairs, associate deans, or similar campus leaders</li> <li>• ADVANCE trained 77 search committees from 40 departments on strategies to mitigate implicit bias in hiring and attract a diverse applicant pool</li> </ul>	<ul style="list-style-type: none"> <li>• Additional training needed for department chairs and other academic leaders on how to improve workplace cultures to be more inclusive and dynamic; development of stronger ally culture</li> <li>• More women department chairs, STEM center directors</li> <li>• Support needed for women PTK and TT faculty to attend conferences with children</li> <li>• Roll out of inclusive hiring pilot to entire campus of faculty searches</li> </ul>



<ul style="list-style-type: none"> <li>• One on one consultation by the Director with Department chairs trying to improve work environments for women and URM faculty on strategies; and with individual faculty for support and advice</li> </ul>		<ul style="list-style-type: none"> <li>• There is a slight increase in URM hires among pilot searches</li> <li>• Pre/post surveys indicate faculty found training helpful</li> </ul> <p>Financial commitments in recognition of the ADVANCE Program's success 2015-2020:</p> <ul style="list-style-type: none"> <li>• Office of the Provost</li> <li>• Office of Diversity &amp; Inclusion</li> <li>• Research Office</li> <li>• All 12 colleges</li> </ul>	
<p><b>University Human Resources (UHR)</b> supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Staff and faculty composition and employment transactions (used to identify Problem Areas and Placement Goals)</li> </ul>	<p>UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress.</p>	<ul style="list-style-type: none"> <li>• Enhanced Affirmative Action efforts will be made in identified Placement Areas throughout the hiring process</li> </ul>

**Section I - Table 2: Reporting of Institutional Goal 2**

**Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.**

Timeline for meeting goal within the diversity plan: No timeline specified in 2010 Diversity Plan

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p><b>Diversity Training and Education (DTE) within the Office of Diversity &amp; Inclusion (ODI): Training Program</b> (Staff, Students, and Faculty).</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Experience engaging with colleagues on issues of diversity, equity, and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Responded to consistent stream of requests for trainings (4-10 per month in spring 2018)</li> <li>• Met all requests which offered flexibility in terms of scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Longitudinal assessments especially for one-time trainings</li> <li>• Expansion of the skill-based practice within the trainings</li> </ul>

	<ul style="list-style-type: none"> <li>• Enhanced skills and awareness around issues of intergroup engagement</li> <li>• Ability to engage and maximize in healthy and ethical ways the differences in identity, ideology, and experience in our community</li> </ul> <p>Measurements of success:</p> <ul style="list-style-type: none"> <li>• Number of trainings delivered and number of participants</li> <li>• Satisfaction surveys</li> <li>• Ability to respond to the depth and breadth of training needs</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitated majority trainings on discussing diversity, differentiation between diversity and inclusion, implicit bias, and tailored trainings</li> <li>• Development of impact Report (forthcoming)</li> </ul>	<ul style="list-style-type: none"> <li>• Stronger series for supervisors</li> <li>• More trainers for program to be sustainable and to meet increasing need</li> <li>• Peer education opportunities</li> </ul>
<p><b>Diversity Training and Education (DTE) within the Office of Diversity &amp; Inclusion (ODI): Intergroup Dialogue Program (WEIDP)</b>, courses in race, gender, immigration, disability, sexuality, among other topics – the largest group of cultural competency course offerings.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Survey designed specifically for WEIDP completed by each student at the end of each course (quantitative and qualitative data on their experience)</li> <li>• Student progress as demonstrated in the grades earned in the dialogue courses</li> <li>• Individual debriefs with each dialogue facilitator after completion of a course to assess facilitator experience and areas where course instructors need additional professional development</li> <li>• Annual Impact report that captures successes and areas for improvement from that academic year</li> </ul>	<p>Fall 2017 (8 courses):</p> <ul style="list-style-type: none"> <li>• Full enrollment with 85 total students</li> </ul> <p>Spring 2018 (7 courses):</p> <ul style="list-style-type: none"> <li>• Full enrollment with 70 total students</li> </ul> <p>Survey data:</p> <ul style="list-style-type: none"> <li>• 90% of students said they have learned about the lived experiences of different sociocultural groups from their own</li> <li>• 91.3% said they gained an increased understanding about different cultures and cultural practices other than their own</li> <li>• 89% said the course contributed to their development of skills to work effectively with individuals, groups, and teams from diverse identities and perspectives</li> <li>• 96% of students said they would recommend other students participate in the program</li> </ul>	<ul style="list-style-type: none"> <li>• Increase partnerships such as those with Minor in Engineering Leadership &amp; Terrorism Studies</li> <li>• Ongoing review of course content</li> <li>• Continuous improvement of facilitator training</li> <li>• Longitudinal tracking of students' sociocultural skills taught in courses</li> <li>• Continuous outreach to increase the diversity of students enrolled</li> <li>• Expansion of undergraduate, junior facilitation opportunities and engagements</li> <li>• Continued faculty/staff dialogue opportunities</li> </ul>

<p><b>Diversity Training and Education (DTE) within the Office of Diversity &amp; Inclusion (ODI): Rise Above -isms Campaigns &amp; Programming</b></p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Number of people who participate in Rise Above events</li> <li>• Coalition building among various identity and interest groups</li> <li>• Access to education/ information around less usual topics of exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• 8 programs in the 2017-2018 academic year</li> <li>• Topics on race, gender, sexuality, immigration, disability, and others</li> <li>• Multiple partnerships with campus organizations, such as President’s Commission on Women’s Issues, Department of Resident Life, University Archives, etc.</li> <li>• Total reach: ca. 3000 people</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of all programs which have less than 50 people</li> <li>• Use of digital evaluation tech (e.g., touch devices) for larger scale events</li> <li>• More programming outside of the physical center of campus (e.g., the Smith School)</li> </ul>
<p><b>Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center</b> Rainbow Terrapin Network Program, a campus- wide network of staff faculty, and students committed to LGBTQ+ inclusion and social justice.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Learning outcomes for in-person trainings and events assessed by survey</li> <li>• Website analytics</li> <li>• Numbers of materials distributed</li> <li>• Survey of units to measure the adoption of good practices</li> </ul>	<ul style="list-style-type: none"> <li>• Educational materials reaching over 15,000 people/year</li> <li>• About 45 units actively engaging with self-assessment of good practices</li> <li>• In-depth online and in-person trainings reaching ca. 500/year</li> </ul>	<ul style="list-style-type: none"> <li>• More intentional outreach to units not currently engaged</li> <li>• Continuous updating of all materials and practices to reflect current good practices</li> </ul>
<p><b>Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center</b> Speakers Bureau Peer Education Program, a peer education program in which peer educators enroll in a specially designed course, LGBT 350, then engage others in panel presentations.</p>	<p>Student peer educators:</p> <ul style="list-style-type: none"> <li>• Standard course performance including Cultural Competence and Scholarship in Practice rubrics.</li> <li>• Self and peer evaluation.</li> </ul> <p>Student audiences:</p> <ul style="list-style-type: none"> <li>• Online homework assignment with quiz</li> </ul>	<ul style="list-style-type: none"> <li>• About 12 peer educators/year</li> <li>• About 1,600 individuals receiving a presentation by the peer educators each year</li> </ul>	<ul style="list-style-type: none"> <li>• Recording of all student queries to shape the content of the course/training for the subsequent year</li> </ul>
<p><b>Multicultural Involvement and Community Advocacy (MICA)</b> works with more than 100 cultural student organizations and celebration of history/heritage theme months; Diversity education and identity-based co-curricular programming.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Marketing and collateral distribution</li> </ul>	<p>MICA’s efforts supporting history/heritage theme celebration months resulted in:</p> <ul style="list-style-type: none"> <li>• 20 events for APA Heritage Month</li> <li>• 20 events Black History Month,</li> <li>• 26 events for Latino Heritage Month</li> <li>• 29 events for Pride Month</li> </ul>	

		<ul style="list-style-type: none"> <li>• 6 events for American Indian Heritage Month</li> <li>• 8 events for Mixed Madness Month (multiracial/biracial)</li> <li>• 13 events for Women’s History Month</li> </ul> <p>A total of 122 programs were offered during '17-'18 academic year which reached over 5,000 students, faculty, staff and visitors on the UMCP campus.</p>	
<p><b>MICA’s MOSAIC Diversity and Leadership Retreat</b> is two-day overnight program that was established to augment student leadership developmental programs by engaging emerging leaders in concepts related to the Social Change Model of Leadership.</p>	<p>Metrics-MICA Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Educational Empowerment</li> <li>• Critical Self-awareness/social consciousness</li> <li>• Community Advocacy</li> <li>• Intercultural/Intra-cultural Interaction</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Pre-Post Surveys</li> <li>• Open-ended Questions</li> </ul>	<ul style="list-style-type: none"> <li>• 45 students completed both surveys, items from the survey indicate student growth and confidence in recognizing biases</li> </ul>	
<p><b>MICA: The It/Happened Project (ITH)</b> uses a community–based theater format that is designed to expand UMD students’ capacity for dialogue, inquiry, reflection and action about critical issues facing their campus and broader community. ITH was led by a team of UMD students and peer dialogue leaders. They hosted two performances in the spring semester of 2018. Each event used theatrical plays, poetry, and dance as a platform to stimulate difficult conversation about pressing issues related to identity, inclusion and campus climate. Over 130 faculty, staff and local community members attended at least one of the two events.</p>	<p>Metrics-MICA Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Critical self-awareness/social consciousness</li> <li>• Intercultural/Intercultural interaction</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Post Surveys</li> <li>• Student led performances</li> </ul>	<p>After attending ITH:</p> <ul style="list-style-type: none"> <li>• 88% of the participants stated they were motivated to further explore issues related to identity and diversity</li> <li>• 77% were more willing to engage with people with different identities and views about issues that were divisive</li> <li>• 70 % felt more comfortable engaging with people they did not know</li> <li>• 85% felt better able to see things from other people’s point of view</li> <li>• 90% felt they were able to critically reflect on their personal experiences</li> </ul>	

<p><b>The MICA TOTUS Spoken Word Program</b> is a credit-bearing performance arts-based course that promotes opportunities for students to learn about social identity and develop public speaking skills through direct engagement with their peers. Under the TOTUS program students participate in poetry slams, produce visual arts artifacts and monologue performances. All of these experiences help students to find ways of using their voice to represent an array of marginalized identities with the goal of evoking dialogue and action around identity and build community across lines of difference.</p>	<p>Metrics- MICA Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Critical self-awareness/social consciousness</li> <li>• Culturally affirmed and sense of belonging</li> <li>• Intercultural/intra-cultural interaction</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Journal Reflections</li> <li>• Spoken Word Performances</li> </ul>	<ul style="list-style-type: none"> <li>• This past fall, eight (8) students were enrolled in the TOTUS class.</li> <li>• TOTUS students indicated feeling more comfortable in their ability to initiate and sustain healthy conversations and relationships with their peers who hold different beliefs</li> <li>• TOTUS students reported that the program enabled them to reflect more deeply about their social identities</li> <li>• UMCP Campus Community reach: approx. 3,500 people</li> </ul>	<ul style="list-style-type: none"> <li>• One of the goals for TOTUS is to continue to help student participants identify and employ strategies for applying newly acquired skills to help them better navigate real world situations (i.e., managing conflict, engaging in difficult conversations, listening to understand not always with the goal of changing opinions) outside of the classroom</li> </ul>
<p><b>The MICA Community Organizing Internship Program</b> is an experiential learning community designed to help students engage and lead cross-cultural and community development efforts within the setting of campus student union. The overarching goal of the MICA COSI Program is to increase the leadership capacity of students pursuing their undergraduate degrees as well as equip them with tools to create culturally inclusive learning environments. COSIs serve as liaisons to identity-based student organizations and communities. More specifically, COSIs applied to intern in a MICA student involvement or office management area—Asian American Pacific Islander, Latina/o/x, Black, Interfaith &amp; Spiritual Diversity, LGBTQ, Native American Indian/Indigenous, Multiracial, Finance and Graphic Design.</p>	<p>Metrics- Internship Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Academic-based learning and engagement</li> <li>• Organizational management; Wellness and personal development</li> <li>• Community advocacy and development</li> <li>• Cross-cultural programming and engagement</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Electronic Portfolio-Artifacts/Reflection Summaries</li> </ul>	<ul style="list-style-type: none"> <li>• UMCP Campus Community reach: approx. 5,000 people.</li> </ul> <p>FY18 COSI led programs are listed below with average attendance of 17 students per event. Some events have considerably higher attendance while others see a bit less. Numbers in parentheses indicate the number of interns for each program:</p> <ul style="list-style-type: none"> <li>• AAPI COSI: “(Dis)Abilities Language Workshop”, CAAPIW - Family Dynamics in AAPI Community (2)</li> <li>• Multi-biracial COSI: “Student Activism Awareness Week” (1)</li> <li>• Native /Indigenous COSI: “Amazon Storyteller” (1)</li> <li>• Interfaith COSI: “Peacebuilding through Social Media”, “The Power of Prayer - A Key to Success”, Campus Support Resources Marketing Promo (2)</li> <li>• Design COSI: Graphic Design for Student Leaders 101, Navigating Remote Work (1)</li> <li>• The Student Experience (1)</li> <li>• Finance COSI: Fight for 15 (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-post surveys for interns to better track changes in skill attainment over time (currently under development)</li> </ul>

		<ul style="list-style-type: none"> <li>• Latinx COSI: “Latinx Community Awareness” presentation (1)</li> <li>• LGBTQ COSI: “The Non-Profit Industrial Complex” (1)</li> <li>• BSI COSI: “Intersectionality Workshop” (1)</li> </ul>	
<p><b>MICA Monologues Series</b>, an annual series of Monologues which speak to issues of identity in several of the communities that the office supports. This year there were Monologue Programs that reflected issues of identity in the Black, Latinx, American Indian, Queer, Multiracial and Asian American and Pacific Islander communities.</p>	<p>Metrics- Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Critical Self-Awareness/Social Consciousness</li> <li>• Culturally Affirmed</li> <li>• Sense of Belonging</li> <li>• Intercultural/Intra-cultural Interaction</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Performer/Audience Interactions following programs</li> <li>• Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• This year there was an average attendance of 50 audience members at each of the Monologues</li> <li>• Interaction between performers and audience following the event suggest enhanced understanding of identity in specific communities</li> </ul>	
<p><b>Nyumburu Cultural Center – Black Male Initiative (BMI)</b>, a Black Men’s Leadership Series.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Six-item attitudinal survey that inquired into students’ success behaviors and quest for academic excellence</li> <li>• Student testimonials regarding program’s impact on cognitive and affective domain success</li> </ul>	<p>Fall 2017 and Spring 2018:</p> <ul style="list-style-type: none"> <li>• Three meetings per semester and four special workshops during the fall semester</li> </ul> <p>Student success behaviors related to academics, health and spirituality, civic engagement, entrepreneurship, and career success</p> <ul style="list-style-type: none"> <li>• Exploration of graduate and professional schools</li> </ul>	<ul style="list-style-type: none"> <li>• Increased marketing with social media other than emails</li> <li>• Increased informal communication via student assistants and faculty/staff</li> <li>• Recruitment of new students</li> <li>• Funding for outreach to academic student communities</li> </ul>

<p><b>Nyumburu Cultural Center – NewsBreak</b>, Weekly Civic Engagement Forum for Undergraduate Students. Topics include:</p> <ul style="list-style-type: none"> <li>• federal elections,</li> <li>• campus climate,</li> <li>• women’s rights and shifting gender roles,</li> <li>• socioeconomic status and income inequalities,</li> <li>• and cross-cultural communication within the African Diaspora.</li> </ul>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Number of students participating in weekly meetings.</li> <li>• Results of student satisfaction surveys</li> <li>• Reputation of program to the campus diversity community, and goals fulfilled</li> </ul>	<p>An average of 65 undergraduate students participated each week:</p> <ul style="list-style-type: none"> <li>• 95% - 99% are able to communicate with other students about campus, community, state, and global problems and issues that impacts their adjustment and retention at UMD</li> </ul>	<ul style="list-style-type: none"> <li>• Funding specifically for this program</li> <li>• Inclusion of more campus issues (even though students focus on local, regional, federal, and international topics that impact their lives)</li> </ul>
<p><b>Nyumburu Cultural Center – Sisterhood of Unity and Love (SOUL)</b></p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Career awareness</li> <li>• Safety</li> <li>• Bonding</li> <li>• Awareness of popular culture issues.</li> </ul>	<ul style="list-style-type: none"> <li>• 32 undergraduate students gave positive responses on all four indicators</li> <li>• Average attendance at bi-weekly meetings is 33 students</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors and speakers to attract additional attendees to the bi- weekly meetings</li> </ul>
<p><b>Office of Civil Rights and Sexual Misconduct (OCSM)</b></p> <p>Required online training for students, staff, and faculty; in-person version and translation provided for non-computer-based and limited English-speaking staff.</p> <p>Training programs include: Accessibility &amp; Disability at UMD; Responding Effectively to Discrimination and Sexual Misconduct; and for students specifically, Sexual Misconduct.</p> <p>Outreach and awareness programs, including presentations and presence at campus-wide events.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Training completion rates</li> <li>• Number of presentations and outreach events provided</li> </ul>	<p>Undergraduate Student Sexual Misconduct Training:</p> <ul style="list-style-type: none"> <li>• Undergrads: 8,064 completed of 9,271 assigned</li> </ul> <p>Responding Effectively to Discrimination &amp; Sexual Misconduct:</p> <ul style="list-style-type: none"> <li>• Grad Students: 6,614 completed of 9,435 assigned</li> <li>• Faculty: 3,653 completed of 4,349 assigned</li> <li>• Supervisory Staff: 1,605 completed of 1,765 assigned</li> <li>• Non-Supervisory Staff*: 3,445 completed of 5,809 assigned</li> </ul> <p>*Includes Non-Computer Based Staff (In-Person Version): 179 completed</p>	<ul style="list-style-type: none"> <li>• Continue to improve training completion rates, particularly among grad students, faculty and non- supervisory staff</li> <li>• Continue to increase awareness of our office and UMCP nondiscrimination policies through outreach</li> </ul>

		<p>Disability &amp; Accessibility at the University of Maryland:</p> <ul style="list-style-type: none"> <li>• Faculty: 4,196 completed of 5,395 assigned</li> <li>• Supervisory Staff: 1,939 completed of 2,116 assigned</li> </ul> <p>Number of Outreach &amp; Awareness Programs:</p> <ul style="list-style-type: none"> <li>• UMCP Title IX/Civil Rights Response Overview Presentations: 51</li> <li>• Campus-wide Awareness/Education Events Presented/Attended: 20</li> <li>• Responsible University Employee Reporting Obligations Presentations: 11</li> <li>• Graduate Student/TA Title IX/Civil Rights Presentations: 6</li> </ul>	
<p><b>Office of Diversity &amp; Inclusion (ODI) – Grants</b>, support for diversity programming and cultural awareness across campus.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Provision of funds to encourage and make possible diversity- themed efforts by others on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Co-sponsorship of over 25 different diversity-themed events or initiatives across the campus</li> <li>• Over \$60,000 disbursed for a wide variety of initiatives supporting greater cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Better assessment of co-sponsored programs</li> <li>• Stricter guidelines for recognizing ODI’s support</li> </ul>
<p><b>ODI – Climate Study</b>, a primarily online web-based survey of students, staff, and faculty to assess campus climate regarding diversity and inclusion – the first to be offered to all members of the UMD community.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• Approximately 70 survey questions for each group – students, staff, faculty – in 24 different categories</li> <li>• Additional open-ended questions to gather recommendations for UMD to move forward</li> </ul> <p>Survey offered on paper in 8 languages</p>	<p>Data collection from Jan 29, 2018 to Feb 28, 2018:</p> <ul style="list-style-type: none"> <li>• 9,545 logged in and completed all/part</li> <li>• Final sample of 7,276 following several steps of data cleaning</li> <li>• Responses of students: 58%</li> <li>• Responses of faculty: 14%</li> <li>• Responses of staff (including senior administrators): 28%</li> </ul> <p>Preliminary report submitted in April ‘18 with final report due by end of June ‘18</p>	<ul style="list-style-type: none"> <li>• Biennial studies to generate longitudinal data</li> <li>• Utilization of data for program development and assessment</li> </ul>



<p><b>ODI – External Review</b> by three nationally recognized authorities on Equity, Diversity, and Inclusion: William B. Harvey, Nancy “Rusty” Barceló, and Alma Clayton- Pedersen. Data/information submitted to review team in advance of campus visit included 1) Self-Study Report, 2) Report on Diversity Assets, 3) 2010 Strategic Plan for Diversity, 4) Joint President-Senate Inclusion and Respect Task Force Report, 5) Campus Climate Study Preliminary Report, 6) HR Recommendations Preliminary Report, and 7) FY19 Budget Submission with Justification. The campus visit was April 25-27, 2018.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> <li>• 5 of the 7 documents were developed by ODI</li> <li>• The Self Study-Report synthesized other reports</li> <li>• The Report on Diversity Assets included data submitted by multiple campus units (54 asks with 46 responses)</li> <li>• The Preliminary Campus Climate Study described above provided</li> <li>• HR Recommendations were developed by an HR Specialist working on contract</li> <li>• The budget was developed to address evident needs from documentation</li> </ul>	<p>The report of the External Review Team is to be submitted to campus’ senior leadership.</p>	<ul style="list-style-type: none"> <li>• Evaluation and implementation of the External Review Team’s recommendations</li> </ul>
---	---	--	---

**Section I – Goal 3: Statement I: Hate/Bias Incident Reporting Protocol**

The Program Manager for Hate/Bias Response within the Office of Diversity & Inclusion leads the interdisciplinary team responsible for receiving reports, investigating, and responding to hate/bias incidents. The team is charged to continuously improve this protocol.

**RESPONSE TO HATE/BIAS INCIDENTS**

**Acknowledge receipt of the report and review within 48 hours. The University of Maryland Police Department (UMPD) will offer a verbal acknowledgement and conduct an investigation. The Office of Civil Right and Sexual Misconduct (OCRSM) will provide electronic acknowledgment when reports are submitted via website. The Office of Diversity and Inclusion’s (ODI) Program Manager for Hate/Bias Response will provide outreach.**

*Internal Actions:*

UMPD

- Receive and acknowledge report; assess & conduct baseline investigation.
- Exhaust investigation to determine if further action is needed or if the case is referred or closed.
- Track and map incident for criminal patterns.
- Share the report with OCRSM and ODI. OCRSM
- Online hate/bias reporting form includes an automated response that acknowledges receipt of report.
- Track incident for pattern of bias or discrimination.
- Share data about the reports with UMPD and ODI as they are received.

ODI

- Share data about reports with UMPD and OCRSM as they are received.

**Refer individuals who report to campus resources for support and guidance.**

*Internal Actions:*

UMPD

- Provide report and contact information for individuals affected to ODI's Program Manager for Hate/Bias Response. OCRSM
- Automated response for hate/bias incident report form will include list of campus resources for support and guidance. Provide report and contact information for individuals affected to ODI's Program Manager for Hate/Bias Response.

ODI

- Consult with individuals affected by hate/bias incidents and formulate action plans in coordination with Hate/Bias Response Team.

**Inform and consult with relevant campus administrators regarding any necessary and appropriate action.**

UMPD, OCRSM, ODI

- Send confidential notification to relevant campus administrators.

**Coordinate community outreach and educational programming to address campus climate issues.**

ODI

- Consult with individuals affected by hate/bias incidents and formulate action plans in coordination with Hate/Bias Response Team.

Criminal and/or University sanctions may be pursued against perpetrators of true threats, hostile environment harassment or other legally actionable misconduct. Sanctions will not be pursued when speech is determined to be legally protected.

**Section II: Institutional Plan (Transforming Maryland: Expectations for Excellence in Diversity and Inclusion): *Attached***

**Section III: Demographic Data – Student Enrollment**

Old Race Categories	Fall 2008			
	Male	Female	Total	%
<b>Undergraduate</b>				
American Indian: U.S.	38	44	82	0.3%
Asian: U.S.	2,063	1,794	3,857	14.6%
Black or African American: U.S.	1,481	1,989	3,470	13.1%
Foreign	282	266	548	2.1%
Hispanic: U.S.	697	861	1,558	5.9%
Unknown: U.S.	897	972	1,869	7.1%
White: U.S.	8,317	6,774	15,091	57.0%
<b>Total</b>	<b>13,775</b>	<b>12,700</b>	<b>26,475</b>	<b>100.0%</b>

Old Race Categories	Fall 2008			
	Male	Female	Total	%
Graduate				
American Indian: U.S.	12	13	25	0.2%
Asian: U.S.	411	404	815	7.7%
Black or African American: U.S.	313	522	835	7.9%
Foreign	1,526	985	2,511	23.9%
Hispanic: U.S.	151	182	333	3.2%
Unknown: U.S.	279	299	578	5.5%
White: U.S.	2,767	2,661	5,428	51.6%
<b>Total</b>	<b>5,459</b>	<b>5,066</b>	<b>10,525</b>	<b>100.0%</b>

Data Source: Frozen warehouse.

Note: Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

New Race Categories	Fall 2010				Fall 2016				Fall 2017			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
<b>Undergraduate Students</b>												
American Indian or Alaska Native: U.S.	22	25	47	0.2%	17	13	30	0.1%	14	14	28	0.1%
Asian: U.S.	2,126	1,887	4,013	14.9%	2,588	2,067	4,655	16.3%	2,755	2,256	5,011	16.8%
Black or African American: U.S.	1,415	1,780	3,195	11.9%	1,636	2,033	3,669	12.9%	1,659	2,079	3,738	12.5%
Foreign	332	300	632	2.3%	714	597	1,311	4.6%	873	654	1,527	5.1%
Hispanic: U.S.	904	1,023	1,927	7.2%	1,308	1,467	2,775	9.7%	1,397	1,474	2,871	9.6%
Native Hawaiian or other Pacific Islander: U.S.	26	11	37	0.1%	10	9	19	0.1%	17	8	25	0.1%
Two or More: U.S.	361	384	745	2.8%	601	604	1,205	4.2%	665	602	1,267	4.2%
Unknown: U.S.	495	363	858	3.2%	257	227	484	1.7%	277	224	501	1.7%
White: U.S.	8,607	6,861	15,468	57.5%	8,015	6,309	14,324	50.3%	8,288	6,612	14,900	49.9%
<b>Total</b>	<b>14,288</b>	<b>12,634</b>	<b>26,922</b>	<b>100.0%</b>	<b>15,146</b>	<b>13,326</b>	<b>28,472</b>	<b>100.0%</b>	<b>15,945</b>	<b>13,923</b>	<b>29,868</b>	<b>100.0%</b>

New Race Categories	Fall 2010				Fall 2016				Fall 2017			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
<b>Graduate Students</b>												
American Indian or Alaska Native: U.S.	6	6	12	0.1%	5	10	15	0.1%	3	7	10	0.1%
Asian: U.S.	420	425	845	7.9%	326	355	681	6.4%	321	355	676	6.3%
Black or African American: U.S.	345	459	804	7.5%	342	503	845	8.0%	338	529	867	8.1%
Foreign	1,487	968	2,455	22.9%	2,029	1,538	3,567	33.6%	2,067	1,556	3,623	34.0%
Hispanic: U.S.	171	212	383	3.6%	219	206	425	4.0%	232	213	445	4.2%
Native Hawaiian or other Pacific Islander: U.S.	3	2	5	0.0%	1	2	3	0.0%	1	1	2	0.0%
Two or More: U.S.	85	98	183	1.7%	94	107	201	1.9%	93	122	215	2.0%
Unknown: U.S.	270	244	514	4.8%	404	313	717	6.8%	400	335	735	6.9%
White: U.S.	2,874	2,644	5,518	51.5%	2,101	2,056	4,157	39.2%	2,062	2,018	4,080	38.3%
<b>Total</b>	<b>5,661</b>	<b>5,058</b>	<b>10,719</b>	<b>100.0%</b>	<b>5,521</b>	<b>5,090</b>	<b>10,611</b>	<b>100.0%</b>	<b>5,517</b>	<b>5,136</b>	<b>10,653</b>	<b>100.0%</b>

Data Source: Frozen warehouse.

Note: Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

**Section III: Demographic Data – Faculty**

Old Race Categories	Fall 2008			
	Male	Female	Total	%
<b>Tenured/On-Track</b>				
Amer Indian/Alaska Nat: U.S.				
Asian/Pacific Islander: U.S.	119	47	166	11.2%
Black/African American: U.S.	37	38	75	5.1%
Foreign	42	24	66	4.4%
Hispanic: U.S.	31	21	52	3.5%
Not Reported: U.S.	26	11	37	2.5%
White: U.S.	778	311	1,089	73.3%
<b>Total</b>	<b>1,033</b>	<b>452</b>	<b>1,485</b>	<b>100.0%</b>

Old Race Categories	Fall 2008			
	Male	Female	Total	%
<b>Not on Track</b>				
Amer Indian/Alaska Nat: U.S.	1		1	0.0%
Asian/Pacific Islander: U.S.	118	70	188	7.9%
Black/African American: U.S.	42	74	116	4.9%
Foreign	303	89	392	16.5%
Hispanic: U.S.	25	26	51	2.1%
Not Reported: U.S.	47	51	98	4.1%
White: U.S.	846	690	1,536	64.5%
<b>Total</b>	<b>1,382</b>	<b>1,000</b>	<b>2,382</b>	<b>100.0%</b>

Data Source: Frozen warehouse.

Notes: 1. Excludes graduate assistants per memo of instruction.

2. Fall 2008-2010 based on EEO Codes, Fall 2016-2017 based on SOC Codes, per change in federal guidelines.

3. Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

New Race/Ethnicity	Fall 2010				Fall 2016				Fall 2017			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Tenured/On-Track												
American Indian or Alaska Native: U.S.	2		2	0.1%	1	1	2	0.1%	1	1	2	0.1%
Asian: U.S.	133	59	192	13.1%	147	65	212	14.7%	152	72	224	15.4%
Black or African American: U.S.	37	36	73	5.0%	30	31	61	4.2%	32	33	65	4.5%
Foreign	24	14	38	2.6%	23	12	35	2.4%	23	16	39	2.7%
Hispanic: U.S.	28	24	52	3.6%	32	28	60	4.2%	34	31	65	4.5%
Native Hawaiian or Other Pacific Islander: U.S.				0.0%		2	2	0.1%	1	1	2	0.1%
Two or More: U.S.	1	1	2	0.1%	4	5	9	0.6%	5	5	10	0.7%
Unknown: U.S.	31	14	45	3.1%	63	47	110	7.6%	60	39	99	6.8%
White: U.S.	756	302	1,058	72.4%	674	277	951	66.0%	660	290	950	65.2%
<b>Total</b>	<b>1,012</b>	<b>450</b>	<b>1,462</b>	<b>100.0%</b>	<b>974</b>	<b>468</b>	<b>1,442</b>	<b>100.0%</b>	<b>968</b>	<b>488</b>	<b>1,456</b>	<b>100.0%</b>

New Race/Ethnicity	Fall 2010				Fall 2016				Fall 2017			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Not on Track												
American Indian or Alaska Native: U.S.		1	1	0.0%	4	1	5	0.2%	2	1	3	0.1%
Asian: U.S.	157	87	244	9.2%	200	106	306	10.4%	210	118	328	11.0%
Black or African American: U.S.	44	60	104	3.9%	51	95	146	4.9%	58	95	153	5.1%
Foreign	323	115	438	16.5%	326	138	464	15.7%	327	128	455	15.3%
Hispanic: U.S.	26	28	54	2.0%	59	46	105	3.6%	60	59	119	4.0%
Native Hawaiian or Other Pacific Islander: U.S.				0.0%	1		1	0.0%	1	2	3	0.1%
Two or More: U.S.	3	3	6	0.2%	10	10	20	0.7%	9	16	25	0.8%
Unknown: U.S.	84	66	150	5.7%	192	146	338	11.4%	166	145	311	10.5%
White: U.S.	914	739	1,653	62.4%	892	675	1,567	53.1%	879	696	1,575	53.0%
<b>Total</b>	<b>1,551</b>	<b>1,099</b>	<b>2,650</b>	<b>100.0%</b>	<b>1,735</b>	<b>1,217</b>	<b>2,952</b>	<b>100.0%</b>	<b>1,712</b>	<b>1,260</b>	<b>2,972</b>	<b>100.0%</b>

Data Source: Frozen warehouse.

Notes: 1. Excludes graduate assistants per memo of instruction.

2. Fall 2008-2010 based on EEO Codes, Fall 2016-2017 based on SOC Codes, per change in federal guidelines.

3. Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

**Section III: Demographic Data – Staff**

Old Race Categories	Fall 2008			
	Male	Female	Total	%
Amer Indian/Alaska Nat: U.S.	11	7	18	0.3%
Asian/Pacific Islander: U.S.	169	229	398	7.7%
Black/African American: U.S.	587	756	1,343	26.0%
Foreign	15	36	51	1.0%
Hispanic: U.S.	119	267	386	7.5%
Not Reported: U.S.	72	86	158	3.1%
White: U.S.	1,302	1,515	2,817	54.5%
<b>Total</b>	<b>2,275</b>	<b>2,896</b>	<b>5,171</b>	<b>100.0%</b>

New Race/Ethnicity	Fall 2010				Fall 2016				Fall 2017			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
American Indian or Alaska Native: U.S.	7	8	15	0.3%	8	5	13	0.2%	5	4	9	0.2%
Asian: U.S.	170	230	400	8.0%	178	238	416	7.3%	185	253	438	7.5%
Black or African American: U.S.	519	686	1,205	24.2%	554	769	1,323	23.2%	587	782	1,369	23.6%
Foreign	21	35	56	1.1%	20	49	69	1.2%	23	47	70	1.2%
Hispanic: U.S.	131	283	414	8.3%	188	361	549	9.6%	198	372	570	9.8%
Native Hawaiian or Other Pacific Islander: U.S.				0.0%	6	2	8	0.1%	5	2	7	0.1%
Two or More: U.S.	12	14	26	0.5%	26	47	73	1.3%	31	56	87	1.5%
Unknown: U.S.	78	87	165	3.3%	243	237	480	8.4%	241	221	462	8.0%
White: U.S.	1,279	1,429	2,708	54.3%	1,273	1,493	2,766	48.6%	1,282	1,510	2,792	48.1%
<b>Total</b>	<b>2,217</b>	<b>2,772</b>	<b>4,989</b>	<b>100.0%</b>	<b>2,496</b>	<b>3,201</b>	<b>5,697</b>	<b>100.0%</b>	<b>2,557</b>	<b>3,247</b>	<b>5,804</b>	<b>100.0%</b>

Data Source: Frozen warehouse.

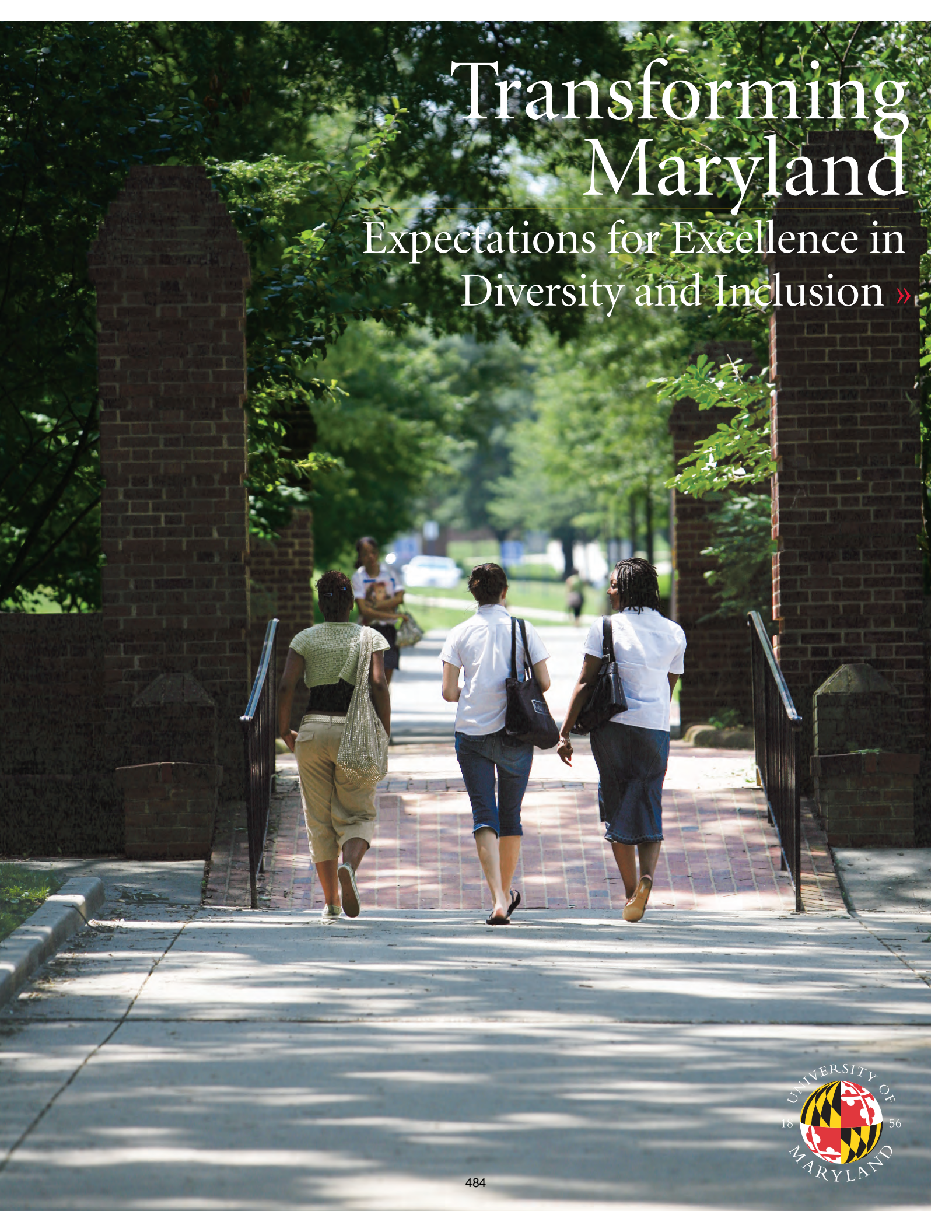
Notes: 1. Excludes graduate assistants per memo of instruction.

2. Fall 2008-2010 based on EEO Codes, Fall 2016-2017 based on SOC Codes, per change in federal guidelines.

3. Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

# Transforming Maryland

Expectations for Excellence in  
Diversity and Inclusion »





## TABLE OF CONTENTS

<i>Preface</i> . . . . .	2
<b><i>I. Commitment to Diversity</i></b> . . . . .	4
<b><i>II. University's Transformation into a Leader in Diversity</i></b> . . . . .	7
Diversity Accomplishments . . . . .	9
<b><i>III. Taking Stock: Diversity Initiatives at Maryland</i></b> . . . . .	10
<b><i>IV. Recommendations</i></b> . . . . .	13
A. Leadership . . . . .	13
B. Climate . . . . .	16
C. Recruitment and Retention . . . . .	18
D. Education . . . . .	21
E. Research and Scholarship . . . . .	23
F. Community Engagement . . . . .	25
<b><i>V. Implementation</i></b> . . . . .	27
<b><i>Diversity Plan Steering Committee</i></b> . . . . .	29

The University of Maryland's strategic plan for diversity, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, was produced by University Marketing and Communications for the Diversity Steering Plan Committee. Special thanks go to the plan's editor, Joanna Schmeissner.

# Transforming Maryland

Expectations for Excellence in  
Diversity and Inclusion »

**THE STRATEGIC PLAN FOR DIVERSITY  
AT THE UNIVERSITY OF MARYLAND**

DECEMBER 2010

ENDORSED BY THE UNIVERSITY SENATE  
ON SEPTEMBER 16, 2010

FROM THE PRESIDENT

The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths.

I am proud to be continuing in the tradition of recent University of Maryland presidents who led us to outstanding accomplishments in this area, including Robert Gluckstern, John Slaughter, William Kirwan and C. D. Mote, Jr. Under their leadership, the university embraced a vigorous commitment to becoming a multiethnic, multiracial, and multicultural institution.

The diversity plan presented here, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, is aligned with the university's strategic plan, which represents the aspirations of our community and calls for the University of Maryland to renew its efforts in diversity. The strategic plan articulates three principles for which we must strive as a preeminent research university: impact, leadership, and excellence. The diversity of our faculty, staff, and students is a fundamental component of each of those principles.

Our 10-year diversity plan is visionary, inspirational, and inclusive, and calls on our

university to serve as a leader for the next generation of scholars. It clearly sets forth our aspiration and our determination to become a model diverse community of learning, exploration, and self-examination whose impact will be felt across the state of Maryland and the nation.

I embrace the vision outlined in this document and ask that you read, review, and commit to implementing its strategies and goals.

Wallace D. Loh  
*President*

**FROM THE CHAIR, DIVERSITY PLAN STEERING COMMITTEE**

**T**he strategic plan for diversity at the University of Maryland, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, is a document that represents the remarkable journey of the University of Maryland, College Park.

The first 100 years in the history of the university reflect the challenges of our state and the nation. Many were excluded from obtaining an education and working here, and the curriculum made invisible the contributions of many in our society.

However, the past 50 years at Maryland have been extraordinary, first as we integrated all populations into the student body, faculty, and staff, and then as we eagerly embraced the idea of diversity, transforming the institution into a national leader in this area. Today we are well on the path toward realizing our vision of being a “model multiracial, multicultural, and multigenerational academic community.”

I am tremendously grateful to the members of the Diversity Plan Steering Committee for their hard work, diligence, and dedication to developing this plan over an 18-month period. I would also like to thank the hundreds of University of Maryland community members who attended town hall meetings and listening sessions and submitted comments on the plan.

The suggestions offered improved the document and expanded ownership of the notion of diversity beyond any single community. I would also like to thank the University Senate and university leadership for endorsing and embracing the document.

Those of us who worked together to develop the plan believe that Maryland is poised to become the university model for diversity and inclusive excellence in the nation. We have developed a 10-year document that lays a comprehensive roadmap for meeting this goal and calls on the University of Maryland to serve in a preeminent leadership role for the next generation of scholars.

Robert Waters  
*Associate Vice President for Academic Affairs  
and Assistant to the President  
Chair, Diversity Plan Steering Committee*

A diverse group of students is walking along a paved path on a university campus. The students are wearing various clothing, including red hoodies, a maroon hoodie with 'Terrapins' written on it, and a black hoodie with 'MARYLAND' and a turtle logo. The background shows a grassy area with trees and other students walking. The text 'I. The University of Maryland's Commitment to Diversity »' is overlaid on the image in a white serif font.

I. The University of Maryland's  
Commitment to Diversity »



The University of Maryland, the flagship of the University System of Maryland and one of the nation's top research universities, has long embraced diversity as a core value and counts a diverse educational community among its great strengths. Our commitment to diversity rests on three tenets:

1. We believe that living and working in a community that accepts and celebrates diversity is a joy and a privilege that contributes to the vitality and excellence of the educational experience.
2. We believe that as a state university, we have a responsibility to assure all citizens access to the transformative experience of an outstanding higher education and the opportunity for success in this experience.
3. We believe it is essential that our students have exposure to different perspectives, that they interact with people from different backgrounds, and that they explore ideas with those from different cultures in order to succeed in an increasingly diverse workplace and global community.

In short, creating an educational and work environment that is rich in diversity, inclusive, and supportive of all students, faculty, and staff is morally right and educationally sound. We commit ourselves fully to implementing the strategies set forth in this plan to achieve an optimal environment for all members of the university community.

The university strategic plan of 2008, *Transforming Maryland: Higher Expectations*, clearly states the results we strive for as a preeminent university: impact, leadership, and excellence. We know without doubt that the diversity of our university faculty, staff, and students is a cornerstone of that excellence. This diversity plan is aligned with the goals of the university strategic plan. It calls for the university to energetically renew its efforts in diversity. The results will be transformative.

The strategic plan states the mission of the university with eloquence: “As the flagship, its task is to look over the horizon, attract the most brilliant minds, advance the frontiers of knowledge, stimulate innovation and creativity, and educate those who will be leaders in business, public service, education, the arts, and many other fields.” To succeed in this task we must have a community that acknowledges and celebrates diversity in all its dimensions.

Through the goals and strategies outlined in this plan, we intend to secure and maintain a working and learning environment in which all members of our community are

welcomed and can flourish regardless of race, color, creed, sex, sexual orientation, gender identity, marital status, personal appearance, age, national origin, political affiliation, or hidden or visible disabilities.

We are confident that we can meet the goals outlined in this document because the university has special strengths on which it can build: 1) a history of national leadership in diversity initiatives during the past three decades; 2) a substantial record of scholarship on diversity issues across the disciplines; 3) a location that offers opportunities to engage with a wealth of diverse communities, including large African American, Hispanic American/Latino/a, and Asian American populations, and thanks to the proximity of the federal government agencies and offices, a substantial international population; and 4) a conviction that a university community energized by diverse perspectives and experiences provides an enriching educational experience and strong competitive edge for our students, our faculty, and our state.

We are uniquely positioned to influence the world outside the university based on the contributions and research of our faculty, students, and staff. Our vision for the next decade is to become a model diverse community of learning, exploration, and self-examination whose impact is felt across the state and the region and throughout the nation and world.



## II. The University's Transformation into a Leader in Diversity »







### University of Maryland Leaders Embrace Diversity

The university undertakes this new diversity plan after three decades of successful initiatives that focus on diversity issues. We are confident in the university's ability to meet new challenges in creating the community of the future. After an early history in which the university engaged in deplorable practices of discrimination and held destructive prejudices against women, we now have a keen appreciation of the moral imperative of equity and diversity. We know that at the time of its founding in 1856, 16 of the first 24 trustees of the Maryland Agricultural College were slave owners and that slaves labored, if not on campus, certainly throughout Prince George's County, in which it was built. White women were first admitted in 1916, and African Americans in 1951. Though slower than we would wish in including all citizens and creating an appropriate climate for their success, in the past decades the university eagerly adopted the ideal of diversity and has worked diligently to transform the campus to become a national leader in this area. The University of Maryland's strategies were among those highlighted in the *Diversity Blueprint: A Planning Manual for Colleges and Universities*, published with the American Association for Colleges and Universities (AAC&U) in 1995. Today we are on the path toward realizing our vision of being a "model multiracial, multicultural, and multigenerational academic community."

We have been guided by many dedicated members of the campus community in this transformation, especially three exceptional leaders: Dr. John Slaughter, chancellor, 1982–88; Dr. William E. Kirwan, president, 1988–98; and Dr. C. D. Mote, Jr., president, 1998–2010. Under their leadership, the university embraced a commitment to diversity with unwavering vigor. The journey toward a diverse and inclusive institution began with race and gender, but the imperative to address other identities became apparent as we undertook various initiatives. Indeed our terminology that today favors the word "diversity" evolved from a growing understanding of the complexity of this work.

During his tenure as chancellor of the University of Maryland, Dr. Slaughter, one of the first African American chancellors of a major state university, challenged the campus to become a "model multiracial, multicultural, and multigenerational academic community." Under Dr. Slaughter's

leadership, the university moved from being an institution focused merely on compliance with equity mandates, to an academic community that addressed diversity pro actively.

Under the leadership of his successor, President Kirwan, the university made giant strides in its commitment to equity and inclusion for minorities. His administration supported major initiatives designed to involve every campus unit and department in activities that supported minority faculty, staff, and students. University leaders raised expectations for recruitment of faculty, undergraduates, and graduate students from under represented groups; developed major initiatives to support and mentor minority members on our campus; and provided significant financial support for activities likely to increase the success of minority members of the university community. From 1990 through 1995, President Kirwan led the university's defense of a legal challenge to the university's Banneker scholarship, a program designed to enroll academically talented African American students. While the court eventually ruled against the race-exclusive nature of the scholarship, the university's defense of the case was a first step in developing the now-widespread use of the diversity rationale to advance affirmative action goals in higher education.

President Mote built on these efforts, deepened our understanding of the complexities of diverse backgrounds and identities, and expanded the focus of our commitment. He sponsored innovative and successful programs that reached into Maryland communities with large numbers of disadvantaged students, and created pipelines for students who had overcome adverse circumstances to obtain an affordable college education. In the past decade, the university significantly increased the graduation rates of undergraduates from all racial/ethnic backgrounds, and made substantial progress in closing the achievement gap. In recognition of the university's growing global impact, President Mote also vigorously supported programs that offer students life-changing international experiences.

Led by the former president, the administration pushed aggressively to promote the rights of gays, lesbians, and women and fought to obtain benefits for domestic partners of university employees. The state began providing same-sex domestic partner health benefits to Maryland state employees and retirees in July 2009. Under President Mote's leadership, the university also introduced new family-friendly policies and programs to help faculty, staff, and students balance their academic, work, and family responsibilities.

## WHERE WE ARE TODAY: DIVERSITY ACCOMPLISHMENTS

Diversity and inclusiveness have, over time, become integral and ongoing components of the university's institutional identity. A quantitative sketch of our successes indicates how far the University of Maryland has progressed in recent decades.

### *The diversity of our students:*

- Students of color comprise 34% of the undergraduate student body.
- African American students constitute 12% of our undergraduates.
- Asian American students comprise 15% of Maryland's undergraduates.
- The Hispanic American/Latino/a student population increased 29% at the undergraduate level and 58% at the graduate level from 2001 to 2009.
- The percentage of new minority graduate students increased from 16% in 2001 to 21% in 2009.

### *The success of our students:*

- The University of Maryland is one of the top degree-granting institutions for African American and other minority students in the United States. In 2009, our campus was rated No. 1 among AAU institutions for the number of African American Ph.D.s.
- In a 2010 study by the Education Trust, the university had the fourth-highest ranking for 2007 graduation rates of minorities among public research universities.
- In the same study, the university was ranked 14th in improved graduation rates for minority students (2002-07).
- Six-year graduation rates for African American students have increased from 46.3% to 70.4% in the past 10 years (Classes of Fall 1993 and Fall 2003). Graduation rates for Hispanic American/Latino/a students rose from 49.3% to 72.0% in the same time period.

- The university has achieved parity between male and female bachelor's and master's degree recipients since 2001. In fact, between 2001 and 2008 more women than men were awarded Bachelor's degrees.

- The gap between male and female doctorates is also narrowing, with women earning 48% of all doctoral degrees in 2009.

### *The diversity of our faculty and staff:*

- Between 2000 and 2009, the percentage of women in the tenured/tenure track faculty increased from 26% to 31% and the percentage of faculty of color in this group increased from 16% to 20%.
- In 2009, one-third of new tenured/tenure track faculty hires were women and 43% were members of ethnic minority groups.
- The number of women department chairs grew from six in 2004 to 15 in 2009, a 150% increase.
- The university's diverse staff is 16% African American, 7% Asian American, 5% Hispanic American/Latino/a, 17% from other nations, and 52% women.



# III. Taking Stock: Diversity Initiatives at Maryland »



### University Offices that Promote Equity and Diversity

Several campus programs have been established that address diversity issues, and the dates of their inception reflect the growing understanding of the complexity of diversity and the variety of groups that need to be served.

The Office of Human Relations Programs (1971), now known as the Office of Diversity and Inclusion (ODI), is responsible for compliance with the Human Relations Code that contains our official nondiscrimination policy (1976; amended in 1992 to include sexual orientation). The office also provides a variety of multicultural and diversity education programs, including intergroup dialogues.

Many other offices, centers, and programs address specific issues. These include the:

- Nyumburu Cultural Center (1971)
- Office of Multi-Ethnic Student Education (1971)
- Disability Support Services (1977)
- Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity (1998)
- Maryland Incentive Awards Program (2000)
- Office of Multicultural Involvement and Community Advocacy (2006), formerly Student Involvement and Minority Programs (1987)

Special presidential commissions focus on eliminating inequity and fostering community for specific groups on campus. The four President's Commissions focus on: Women's Issues (1973), Ethnic Minority Issues (1973), Disability Issues (1986), and Lesbian, Gay, Bisexual, and Transgender Issues (1997).

The Provost's Conversations on Diversity, Democracy, and Higher Education, established in 2003, promote university-wide awareness and dialogue about nationally important diversity issues.

### Diversity in the Curriculum

The university has been a leader in interdisciplinary programs, with its American Studies program (1945) one of the earliest in the nation. This history was a stepping-stone for academic programs and concentrations that focus on educational issues surrounding specific areas of diversity. First introduced in the 1960s, these programs have helped to broaden our understanding of diversity, cultivate community, and build support for various social identity groups.

Many programs that began as concentrations in traditional departments led to the establishment of formal academic programs:

- African American Studies (1968)
- Women's Studies (1977)
- Jewish Studies (1980)
- Latin American Studies (1989)
- Asian American Studies (2000)
- Lesbian, Gay, Bisexual, and Transgender Studies (2002)
- Persian Studies (2004)
- U.S. Latino Studies (2007)

The university has also been a national leader in fostering diversity as a serious topic for research and academic exploration. One of the most important and successful initiatives has been the Consortium on Race, Gender, and Ethnicity (1998). Faculty members working through the Consortium have published groundbreaking studies on the complexity of issues surrounding self-identity and diversity.

In 2008, the U.S. Department of Education granted the university status as a minority-serving institution for Asian Americans and Pacific Islanders, a gateway to targeted support for the growth of academic programs and support for student scholarships.

The David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora, established at UMD in 2001, preserves the heritage of African American visual arts and culture.

Existing and new courses within established disciplines have been infused with elements and principles of diversity with the assistance of the Curriculum Transformation Project (1989). Since 1990, undergraduate students have had a CORE diversity requirement, and they currently have co-curricular opportunities that address diversity such as Words of Engagement: Intergroup Dialogue Program (2000) and the Common Ground Multicultural Dialogue Program (2000).

There are far more activities, campus-wide, and locally, than we can include in this overview, but the programs listed above represent the breadth of our commitment to building a diverse and inclusive campus community.



## IV. Recommendations »

The University of Maryland has laid a strong and broad foundation for diversity and equity over the past three decades. The recommendations in the diversity strategic plan aim to ensure that the university will build on this foundation and continue as one of the nation’s higher education leaders in diversity, equity, and inclusion.

Clearly, the university has made great progress. However, building a community in which support for diversity permeates all levels is an ongoing process. The university still has much to do to create the optimal and inclusive learning and work environment to which it aspires. Vigorous efforts should be made to further diversify the senior leadership, faculty, and student body; to create a more vibrant and inclusive campus community; to support diversity-related research; and to implement a curriculum that prepares our students to succeed in a multicultural, globally interconnected world. This plan sets forth strategies to take us to the next level.

Our plan seeks to accomplish three goals:

1. To ensure policies and structures are in place at all levels of the university to support transformational leadership, recruitment, and inclusion efforts, and to institutionalize campus diversity goals;
2. To foster a positive climate that promotes student success and encourages faculty and staff members to flourish; and
3. To promote a vision across the university that fully appreciates diversity as a core value and educational benefit to be studied, cultivated, and embraced as a vital component of personal development and growth.

The plan includes many exciting, bold initiatives to help the university meet its goal of excellence in diversity. Highlights include: the appointment of a chief diversity officer and creation of an Office of University Diversity; the establishment of a

representative Diversity Advisory Council that will give a central voice to the needs and visions of diverse groups at all levels of the campus community; the introduction of new initiatives to assist with recruitment and retention, such as cluster faculty hires and work-family initiatives; the creation of a “building community” fund to support innovative approaches for enhancing the campus climate; and the emphasis on challenging new general education diversity requirements that will engage students in learning about plural societies and prepare them to be culturally competent leaders.

Following are the major goals and strategies of the diversity strategic plan, organized in six core areas: Leadership, Climate, Recruitment and Retention, Education, Research and Scholarship, and Community Engagement.

### A. LEADERSHIP

Leadership is essential to building a more diverse, inclusive, and equitable institution. This plan proposes to strengthen the diversity leadership throughout the campus. The goals and strategies listed below recognize that leadership in diversity must come from senior leaders as well as from the ranks of students, faculty, and staff.

First, the plan calls for leadership from the top. When the university’s senior administrators endorse diversity programs and initiatives, they affirm that diversity is a core value and set the tone for action throughout the university. The appointment of a chief diversity officer and establishment of a campus-wide Diversity Advisory Council to replace the current Equity Council will be a visible signal of this commitment. With wide representation from campus groups, the new council will focus on major diversity initiatives that can help move the campus forward.

Second, leadership in diversity requires a commitment to increasing the presence of individuals from diverse populations among those in charge at all levels. This plan proposes an energetic effort to increase their numbers through robust recruitment strategies. In addition, the university should expand and strengthen programs of professional development that prepare individuals from underrepresented groups already on campus to move into positions of leadership. Students, faculty, and staff all benefit from a community in which those in charge reflect diversity among their ranks.

Finally, the university should support a vigorous effort to inculcate the principles of diversity, equity, and inclusion in all faculty, staff, and students so that leadership in diversity is something every member of the university community understands and for which each one feels responsible.

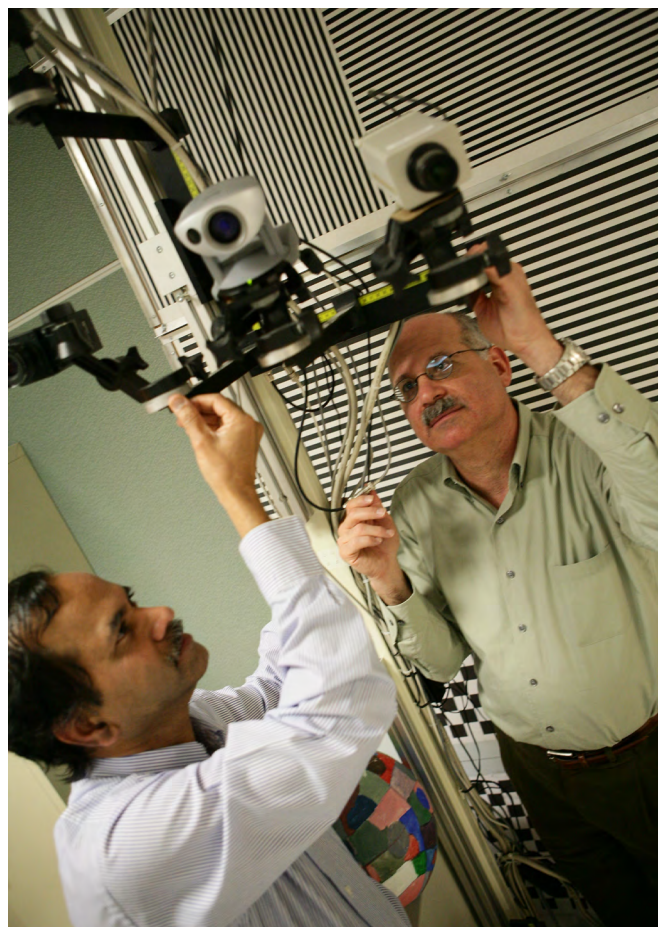
**GOAL A.1 The university will provide strong leadership for diversity and inclusion at all campus levels.**

*Strategies*

- A. The president will appoint a chief diversity officer (preferably a vice president with faculty rank) who reports directly to the president and is a member of the President's Cabinet.
- B. The university will create an Office of University Diversity led by the chief diversity officer. The officer and his or her staff will advocate for diversity and equity issues; provide active oversight, coordination, and evaluation of work in these areas; track university progress in meeting the goals of the diversity strategic plan; and encourage and support the efforts of units to achieve their diversity goals.



- The office will serve as a resource providing regular and accurate information on existing university equity and diversity programs, centers, academic units, and identity-based organizations.
  - The office will develop a comprehensive communication plan and strong campus Web presence to: provide diversity and equity information; disseminate examples of best practices for promoting diversity and inclusion; and highlight the university's leadership in diversity research, academic, and co-curricular programming, minority graduation rates, and other accomplishments.
  - The office will establish a resource center to share diversity materials (e.g., curricula/syllabi, co-curricular programs, fellowships, funding opportunities) and provide a site for consultation and collaboration on diversity, equity, and climate issues.
- C. The university will create a campus-wide diversity advisory council with representatives from all divisions, schools/colleges, graduate and undergraduate student bodies, and other appropriate units, to play a key role in advising the chief diversity officer regarding diversity decision-making, planning, and training.
- Units represented on the diversity advisory council will appoint diversity officers who will be responsible for providing diversity education and training, overseeing climate assessments, and supporting diversity-related recruitment/retention, programming, and evaluation efforts within the unit. Diversity officers will also collaborate on campus-wide diversity initiatives. Responsibilities, expectations, and accountability for diversity officers will be clearly defined and consistent across units.
  - Although the diversity advisory council will replace the Equity Council as the major diversity leadership body, units may continue to appoint equity administrators to oversee all aspects of search and selection procedures, including data collection.
- D. The president, vice presidents, and deans will take steps to increase the diversity of leadership ranks across all divisions, colleges/schools, and departments/units to support a diverse and inclusive institution.
- E. The university leadership will help each unit establish measurable goals for diversity and inclusion at the division,



college or school, and department/unit levels and help units meet their goals. Accountability mechanisms will be used to assess outcomes. Support for diversity and inclusion will be a uniform qualification for all leadership positions and a performance criterion in the annual reviews of all campus leaders.

**GOAL A.2: The university will increase opportunities for leadership training, mentoring, professional growth, and advancement of diverse faculty and staff in all divisions.**

*Strategies*

- A. The Provost's Office will:
- Provide an annual leadership orientation for all new vice presidents, deans, and department chairs that includes a significant focus on fostering diversity and inclusion. This orientation should address such topics as supporting diversity research/scholarship and teaching, creating an inclusive climate, dealing with sexual harassment, and recruiting and retaining diverse faculty, staff, and students.
  - Offer leadership training and mentoring programs, such as





the university's Leadership Education and Administrative Development (LEAD) program, which prepare tenured faculty to assume campus and professional leadership positions. Women, minorities, and faculty from diverse backgrounds will be actively encouraged to apply for these programs.

- B. The university will establish leadership education and mentoring programs for talented staff from diverse groups that provide avenues for professional growth, network development, and career advancement.
- C. The chief diversity officer will offer periodic training that prepares faculty and staff from all groups to be influential leaders, advocates, and spokespeople for diversity initiatives across the campus.

## B. CLIMATE

All individuals in a community need to feel that their individual worth is recognized, their work is respected, and they work in an environment in which they can flourish. If students feel marginalized because they are different from those in the mainstream, if faculty or staff members feel that their contributions are not valued, or if any individual feels isolated and excluded by a climate that is unfriendly or uninterested, the

university community is diminished. A welcoming, supportive climate is essential in our academic community.

The university has in place clearly defined policies and legal guidelines to deal with egregious problems such as sexual harassment, hate speech, or threats. The initiatives addressed in this plan aim to ensure that we go beyond a neutral climate to one that is completely supportive and inclusive. This diversity plan focuses on ways to enhance day-to-day learning and working conditions. The creation of a climate that nurtures and supports all of its members requires proactive acts of self-examination.

Many useful tools are available for self-assessment of the workplace and classroom climate. Exit surveys, for example, are accepted and valuable ways to measure experiences. The plan proposes surveys and other formal assessments as initial steps, but units will also find it helpful to gauge climate issues through informal group discussions, spontaneous interviews with individuals in the unit, and other activities.

**GOAL B.1: The university will ensure a welcoming and inclusive learning community, workplace, and campus environment.**

### *Strategies*

- A. Units will actively support and demonstrate adherence to the university's policies on equity, non-discrimination, compliance, and equal employment opportunity/affirmative action.

B. The chief diversity officer, in collaboration with the Diversity Advisory Council, will:

- Create an online climate assessment survey that will be administered by all units to establish a baseline so they can assess their needs in creating a climate conducive to success. The results will be submitted to appropriate unit heads (e.g., deans, vice presidents) for review and feedback. The climate assessment survey will be repeated periodically, maybe even annually, as dictated by the results.
  - Create the framework for a climate enhancement plan and help units use the plan to identify strategies for responding to climate concerns and to create an inclusive, welcoming environment. Climate enhancement plans will be submitted to and discussed with appropriate unit heads and unit diversity officers.
  - Develop a schedule for unit heads and the Diversity Advisory Council to reach out, work with units, and offer them support and advice as indicated by the results of their climate assessment surveys and the outcomes of their climate enhancement plan activities.
- C. The university will survey graduating students on an annual basis concerning the impact of their diversity-related

educational and co-curricular experiences, as well as their perceptions of the campus climate.

**GOAL B.2: The university will develop and implement innovative, cross-cutting programs to improve and enhance the campus climate for diverse students, faculty, staff, and visitors.**

*Strategies*

- A. The chief diversity officer, in consultation with the Diversity Advisory Council, will identify common themes that arise from climate assessments and develop campus-wide programs to foster an inclusive, civil environment and to remedy climate-related problems.
- B. The university will create a “building community” fund administered by the chief diversity officer to support innovative initiatives for enhancing the climate within and/or across units, and between social identity groups on campus.
- C. Across the university, in campus-wide social activities and campus offices designed to address issues of different cultural and identity groups, the university will celebrate and promote a community based on inclusiveness and respect for





differences, encouraging close interaction among individuals on campus with varying backgrounds, experiences, interests, and perspectives.

- D. The President’s Office will continue to support the Commissions on Women’s Issues, Ethnic and Minority Issues; Disability Issues; and Lesbian, Gay, Bisexual, and Transgender Issues in their work to identify campus diversity concerns, educate university constituencies, advocate for programmatic and policy improvements, and celebrate the achievements of diverse members of the campus community. With oversight from the chief diversity officer, the commissions may hold annual (or periodic) town meetings of their constituencies to identify issues that require university attention, evaluate progress in achieving equity and diversity goals, and make recommendations to the President.

**C. RECRUITMENT AND RETENTION**

Excellence at the university depends on the recruitment and retention of outstanding faculty and staff. Talented individuals with great potential are found among every group. To build an academic community that is preeminent, the university will actively seek and aggressively recruit these outstanding and diverse individuals to our faculty, staff, administrative ranks, and student body. The university has taken action in recent years to remove impediments to effective recruiting and retention of faculty. For example, new policies recognize the needs of faculty involved in child-rearing, a concern that has

disproportionately affected the careers of academic women. A newly established Family Care Resource and Referral Service will provide a variety of child and elder care services to facilitate greater work-life balance for faculty, staff, and students. In 2009-10, the university also instituted a policy for part-time status of tenured/tenure-track faculty due to childrearing responsibilities, enabling faculty with young children to work part-time.

Research and experience have shown that achieving a critical mass of colleagues is especially important in recruiting individuals from groups who are not in the mainstream. If many individuals from a particular group find support and success in a department or unit, others from that group will be more eager to join them. It will be our goal, at every level, to build the critical mass that signals the University of Maryland is a welcoming home for every individual who aspires to reach his or her highest potential. The promotion of cluster hires and a renewed emphasis on mentoring of junior faculty will help ensure success in building the corps of minority and women faculty across the university. Likewise, the university will support efforts to recruit, retain, and promote diverse staff members, and to overcome unfair barriers to their advancement.

The university’s recruitment strategies over the past two decades at the undergraduate level have reaped rewards and successes. We are proud of the steady enrollment of African Americans and Asian Americans, of the increasing numbers of Hispanic American/Latino/a students attending the university, and of the numbers of women in our programs. Innovative recruitment efforts at the undergraduate level will continue. The university’s strategic plan set forth goals for supporting graduate students, casting a wide net in their recruitment that should greatly help to attract minority students and women, and offer them the highest level of mentoring and guidance. We expect steady increases in the enrollment and success of diverse graduate students as a result of these new measures.

**GOAL C.1: The university will continue to recruit, promote, and work to retain a diverse faculty and staff.**

*Strategies*

- A. The Office of the Provost and college/schools will implement faculty recruitment strategies, such as cluster hiring, faculty exchanges with minority-serving institutions, and programs that build the pipeline of future faculty, to increase faculty diversity and create an inclusive community that facilitates retention. A faculty recruitment fund will provide support to enhance the diversity of the university’s faculty.



- B. The university will join the Higher Education Recruitment Consortium (HERC) to increase its competitive advantage in recruiting talented and diverse faculty and staff, and to identify potential positions for their family members.
- C. The chief diversity officer will work with deans and department chairs to determine the availability of women and minorities in targeted fields, and to ensure that departments are making efforts to hire diverse faculty and staff in proportion to their availability in relevant job pools.
- D. The Office of the Provost, deans, and chairs will develop mentoring, professional growth, and other retention initiatives, such as collaboration cafés, to reduce disparities in the retention rates of tenure-track and tenured faculty from diverse groups. Administrators should replicate best practice models from departments that have been successful in retaining and promoting faculty of color, and should provide mentorship training to faculty who choose to become mentors.
- E. The chief diversity officer will monitor faculty retention and promotion/tenure rates, identify impediments to retention and advancement, and make recommendations for remedying identified disparities.
- F. Deans and department chairs will carefully evaluate campus service assignments and mentoring activities of junior faculty, with a particular focus on women and minority faculty, and will ensure that they have time to successfully

complete their teaching and research responsibilities required for promotion and tenure.

- G. The chief diversity officer will monitor staff retention, promotion, and turnover rates, identify barriers to career advancement, and make recommendations for remedying identified obstacles.
- H. The university will implement family-friendly policies and provide services to facilitate work-life balance as retention incentives.

**GOAL C.2: The university will recruit, retain, and graduate a diverse student body.**

*Strategies/Undergraduate Students*

- A. The Division of Academic Affairs will adopt innovative, high-contact recruitment models, including those that employ alumni of color and international alumni, to attract a diverse student body from all areas of the state, the nation, and the world. The university will set appropriate goals for increasing enrollments.
- The university will increase the percentage of undergraduate students from underrepresented groups (African American, Asian American, Hispanic American/Latino/a, Native American, and multiracial) to a target of at least 38% of the total enrollment by 2018.



- The university will increase the percentage of international undergraduate students to a target of at least 8% of the total enrollment by 2018.
- B. The university will continue to create scholarship and financial aid programs to ensure that higher education is accessible to diverse undergraduates, particularly low-income, first-generation students.
- C. The Division of Academic Affairs will support initiatives that enhance the academic preparation of low-income, first-generation students during their pre-college years, and that encourage their college attendance.
- D. The university will regularly review its 27 admission factors, including academic achievement, standardized test scores, and other criteria, to ensure that admissions procedures do not negatively impact women, minority, and low-income students. Members of the university community should make every effort to share information about the individualized, holistic evaluation of student applicants to the university.
- E. The university will work to close the academic achievement gap by bringing the graduation rates of African American, Hispanic American/Latino/a, and Native American students in line with those of the general student body. Specifically, the university will reduce the discrepancy between the six-year graduation rate of students from the above groups and that of all students to 5% or lower by 2018.

- F. The university will continue to support offices and programs that facilitate undergraduate student success, progress to degree, and timely graduation, including those that provide smooth transitions to campus life, mentoring advising, and positive academic and co-curricular experiences.

*Strategies/Graduate Students*

- A. The Graduate School and deans will develop innovative programs to recruit, enroll, and retain diverse graduate students, and increase their degree completion rate.
  - The Graduate School and colleges and schools will educate graduate directors and other interested faculty on best practices for recruiting, retaining, and graduating diverse students.
  - Colleges and schools will periodically review and provide feedback on department plans for recruiting a diverse student body.
- B. The provost and Graduate School will consider the success of its programs in recruiting and graduating a diverse population of graduate students when allocating institutional financial support to programs, departments, and colleges and schools.

## D. EDUCATION

Consistent with the goals of the strategic plan, the university strives to provide every student with an education that incorporates the values of diversity and inclusion and prepares its graduates for an increasingly diverse United States and evolving global society. Curricula should ensure that graduates have had significant engagement with different cultures and global issues.

The new general education plan spells out clearly the courses and curricula that will be required to broaden the vision of all undergraduates. Innovative new diversity courses will increase students' understanding of cultural pluralism, develop their cultural competencies, and provide exceptional opportunities to study abroad. In addition, the university has many outstanding scholars whose work has focused on diversity issues within their disciplines. To name just a few, our School of Public Health has a major research focus on the reduction of health disparities in Maryland's minority populations, our history faculty and students have traced historic connections between African American slavery and the Maryland Agricultural College (which grew into the University of Maryland), and our education scholars regularly conduct studies with urban schools in Prince George's County and Baltimore that have large minority populations. University faculty from many disciplines have made important contributions to the scholarship on diversity and self-identity. These and many other programs can be given campus-wide publicity and tapped to provide educational experiences for undergraduates.

Through a collaborative process, the university will consider how best to incorporate the study of diversity and different cultural perspectives in its academic programs, courses, and co-curricular programs. Students will gain knowledge of intellectual approaches and dimensions of diversity, develop an understanding of diverse people and perspectives, and recognize the benefits of working and problem-solving in diverse teams. Programs and activities that promote cross-cultural understanding will help to prepare students for careers in a global economic environment and life in a multicultural society.

**GOAL D.1: The university will ensure that undergraduate students acquire the knowledge, experience, and cultural competencies necessary to succeed in a multicultural, globally interconnected world.**



### Strategies

- A. The university will implement the new general education plan with Diversity requirements that increase undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and multicultural competencies. The Division of Academic Affairs and colleges and schools will support the development of new courses and modification of existing courses to fulfill requirements of the Understanding Plural Societies and Cultural Competence courses in the university's general education program.
- B. The divisions of Academic Affairs and Student Affairs will integrate diversity and social justice education into academic courses, living and learning programs, residence hall programs, and other co-curricular activities.
- C. The university will expand opportunities for all students to participate in global learning and leadership experiences, including education abroad, alternative breaks, service learning, and internships. The university will actively encourage and provide incentives for first-generation undergraduates, students from minority groups, students with disabilities, and other students from diverse backgrounds to take advantage of these opportunities.

D. The university will continue to support intergroup dialogue programs that expose students to the identities, backgrounds, cultural values, and perspectives of diverse students, and that enhance their communication, intergroup relations, and conflict resolution skills.

**GOAL D.2: Departments and programs will equip graduate students with diversity-related expertise.**

*Strategies*

A. The Center for Teaching Excellence; Office of Diversity and Inclusion; Consortium for Research on Race, Gender and Ethnicity; and Graduate School will collaborate with academic departments to provide graduate teaching assistants with training in how to teach effectively in diverse, multicultural classrooms/settings and incorporate diversity topics in their courses.

B. Working with the Division of Research and Graduate School, departments will ensure that graduate students are educated in the responsible conduct of research, including research involving vulnerable populations.

**GOAL D.3: The university will increase faculty capacity to educate students about diversity issues and to develop inclusive learning environments.**

*Strategies*

A. The Division of Academic Affairs will work with department and program chairs to establish curriculum transformation programs that prepare faculty to teach students from diverse backgrounds, employ pedagogies that recognize multiple ways of learning, and integrate diversity issues in their courses and laboratory/research environments, including the new general education courses.



- B. Faculty will work with colleagues from Student Affairs to develop innovative co-curricular experiences, such as service-learning, common ground dialogue programs, internships, and international experiences that equip students to work and live in diverse communities.

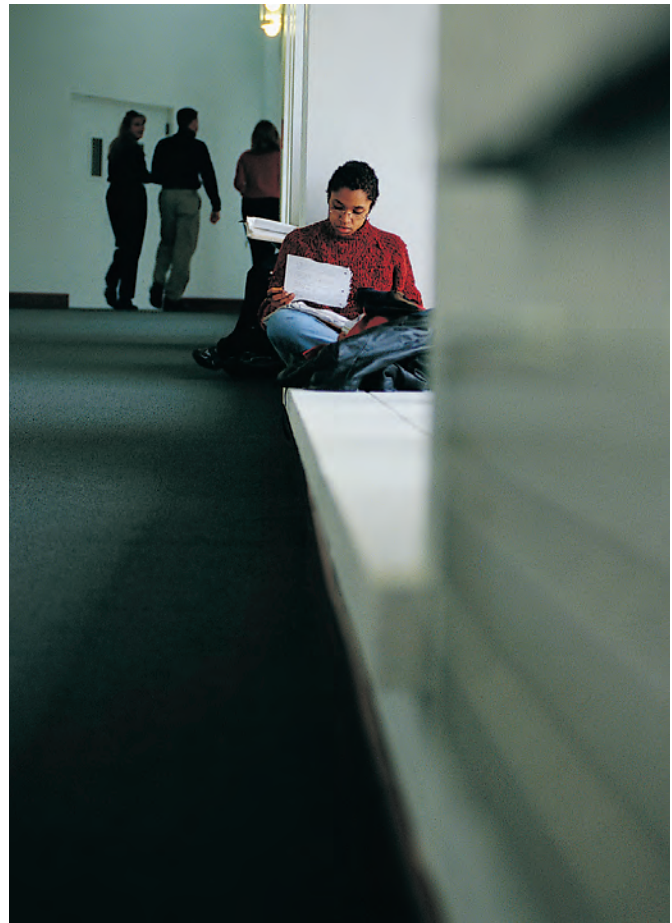
---

## E. RESEARCH AND SCHOLARSHIP

The university's record is filled with instances of groundbreaking scholarship that illuminate the experiences of women, minorities, and other diverse groups in America. In departments such as Women's Studies, African American Studies, Government and Politics, and Family Science, as well as Journalism, Theatre, and Music (which recently commissioned *Shadowboxer*, an opera on the life of Joe Louis), research has investigated issues of ethnicity, culture, sexuality, religion, gender, age, disability, and a wide range of other identities. Other research focuses on application of theory to practical situations. In the College of Education and College of Computer, Mathematical and Natural Sciences, as well as the A. James Clark School of Engineering, researchers are identifying the tools for mentoring and teaching specialists in the Science, Technology, Engineering, and Mathematics (STEM) fields, including methods for use in urban communities with large minority and first-generation college populations. Robert H. Smith School of Business scholars study how diversity in management teams contributes to innovation. Such research is making a difference on campus and in the larger society. Communicating the outcomes of our diversity scholarship in lectures, programs, and events has the potential to energize the campus discussion of diversity issues and inspire research by other faculty and students.

This plan calls for multiple strategies that will strengthen, augment, and enhance opportunities for research and scholarship in diversity fields. In addition, every academic and co-curricular unit will be encouraged to incorporate diversity-related topics, themes, and concerns into their curricula. Such efforts will greatly enrich the educational experience of faculty and students, as well as other members of the university community.

**GOAL E.1: The university will commit itself to developing and supporting the production of nationally recognized research and scholarship on race, ethnicity, class, gender, and other dimensions of diversity.**



### Strategies

- A. The chief diversity officer will engage the faculty in opportunities to participate in diversity-themed, interdisciplinary research centers and programs on the campus.
- B. The university will support the recruitment of distinguished senior faculty who can establish world-class, externally funded research/scholarship programs that address race/ethnicity, class, gender, sexual orientation, disability, and other dimensions of diversity.
- C. The provost will provide seed funding, Research and Scholarship Awards, and/or Creative and Performing Arts Awards for faculty members engaged in cutting-edge diversity research, scholarship, and creative and performing arts projects, including interdisciplinary collaborations.
- D. The provost will sponsor conferences, symposia, and seminars that address diversity research and scholarship, including ways to apply research findings in instructional, co-curricular, and institutional improvement activities.





- E. The Office of the Provost will work to ensure that diversity research and scholarship is appropriately valued and evaluated in promotion and tenure decisions.
- F. Colleges and schools will increase opportunities for graduate students to participate in professional development and career preparation activities that support scholarship on diversity issues, such as national/international conference presentations and fellowships for international study. Women, minorities, and other students from diverse backgrounds will be actively encouraged to apply for these opportunities.
- G. The university will create a President's Postdoctoral Fellowship Program, available in all academic fields, for scholars whose research and presence will contribute to the diversity of the academic community.

**GOAL E.2: The university will provide a clearinghouse of opportunities for funded research, scholarship, and creative activities addressing diversity issues.**

*Strategies*

- A. The Division of Research will maintain and disseminate information about funded opportunities for regional, national, and international research, scholarship, and creative activities that focus on diversity and equity issues.
- B. The Graduate School will maintain and publicize an up-to-date list of fellowships and outside sources of support from funding agencies and foundations that are specifically for minority and female graduate students.

## F. COMMUNITY ENGAGEMENT

Community engagement has been an underlying theme in several of the goals listed above. The vision that animates this plan is of a university characterized by intellectual vitality and excitement, where individuals from different backgrounds, ethnic groups, national cultures, socioeconomic groups, and life experiences can share ideas and concerns. This would be a university in which students actively engage with other students, faculty, and staff in both formal and informal settings. The Diversity Advisory Council will promote community engagement by sharing examples of other successful campus models. For example, students on the university's Sustainability Council and its student subcommittee share environmental concerns and tackle sustainability issues with faculty and staff from the divisions of Academic Affairs, Administrative Affairs, Student Affairs, Research, and University Relations, and the Office of Information Technology. Such engagement enriches the educational experience and leads to personal growth. It builds trust among participants, supports creativity, enlivens intellectual life, and creates an ambiance that is characteristic of the great universities.

The university's reach and involvement extend beyond the physical boundaries of the campus. The neighboring communities and regions provide valuable resources for learning and personal growth. For example, the Department of Public and Community Health has maintained a 10-year partnership with the City of Seat Pleasant, with faculty, staff, and students providing health education services to residents and residents offering feedback on the department's health education curriculum. College Park Scholars partners with the City of College Park to provide weekly tutoring for children through the Lakeland Stars program serving Paint Branch Elementary School. Other community-based activities are described in the plan, but much, much more interaction takes place between the university and communities throughout the state. Learning experiences include departmental internships, alternative break programs, service-learning, and field experiences for credit or for learning, such as Engineers Without Borders, which takes our students to other countries. Engagement in educational, research, and service activities in communities beyond the campus is an important vehicle that broadens perspectives and increases understanding of the value of diversity. This plan supports university efforts to promote such engagement.

### **GOAL F.1: The university will promote academic and co-curricular activities that facilitate positive interactions among students, faculty, staff, and alumni.**

#### *Strategies*

- A. The university will create and support opportunities that facilitate dialogue and engagement among diverse students, faculty, staff, and alumni, and that contribute to the professional, social, economic, and spiritual development of all participants.
- B. The university will create initiatives that support and expand collaboration on diversity issues between departments/units in Student Affairs, Academic Affairs, Research, Administrative Affairs, University Relations, and the Office of Information Technology. Initiatives will reflect the university's values of diversity, equity, inclusion, and citizenship with the goal of developing the "whole student." The university will showcase innovative and effective initiatives as models for replication.

### **GOAL F.2: The university will increase the number of partnerships and the quality of engagement with the diverse external community.**

#### *Strategies*

- A. The colleges and schools, Institute for Internal Programs, and Division of Student Affairs will provide increased opportunities for students to participate in community-based internships, service learning, international exchange programs, and related activities that enhance their knowledge of diverse populations and their cultural competency.
- B. The university will create new community-based research, continuing education, and extension partnerships, as well as leverage existing partnerships, that benefit diverse populations in the state and surrounding areas.



# V. Implementation »

This diversity plan proposes a leap forward at the University of Maryland over the next 10 years. Like the university's 2008 strategic plan, it sets high expectations and offers a framework and guide for the university as it fulfills aspirations for future excellence in becoming a model of diversity and inclusion. Its vision and initiatives represent a bold and ambitious agenda for the university.

The goals and strategies recommended in this plan must be thoughtfully and carefully implemented. The role of the chief diversity officer and the Diversity Advisory Council will be crucial to the success of the implementation. They will need to prioritize the proposed goals and strategies, develop a realistic timetable, and assign the plan's specific tasks to offices or individuals responsible for executing them. Their success will depend, in part, on their ability to seek the advice and counsel of expert and engaged faculty, staff, and students from across campus as they pursue these goals; their willingness to support bold initiatives; and their acceptance of patience and flexibility in finding ways to achieve their goals. Future, not yet anticipated opportunities or challenges may create a need to modify individual goals and strategies, or create new ones. Yet the vision of a university community that thrives on diversity, that uses diversity as an educational instrument for personal growth and enrichment, and that cultivates future leaders who embrace diversity will not change. It remains our fixed star.

**GOAL 1: There will be guiding principles developed for the implementation component of the diversity strategic plan. These principles will be developed by the chief diversity officer in consultation with the Diversity Advisory Council.**

- A. The president, provost, vice presidents, deans, department chairs, directors, and the chief diversity officer should use the diversity strategic plan for planning and decision making related to campus diversity issues.
- B. The chief diversity officer should work with the university's senior leadership to develop incentives for implementing strategies presented in the plan.
- C. The chief diversity officer, in consultation with the Diversity Advisory Council, should develop measures to monitor and evaluate the success of plan goals and strategies.

**GOAL 2: The university will prioritize and set a time line for the goals and objectives of the diversity strategic plan.**

*The chief diversity officer, president, and provost will:*

- A. Annually identify high-priority strategic plan goals and strategies for implementation.
- B. Identify the individuals/units responsible for implementing and evaluating the progress of prioritized goals and strategies.
- C. Establish realistic time lines and outcome measures for implementing high-priority goals and strategies.
- D. Work with the vice president for University Relations and appropriate development officers to seek financial sources to fund the goals and strategies of the plan.



**GOAL 3: The chief diversity officer will monitor implementation of the diversity strategic plan and will report annually on plan progress.**

- A. The chief diversity officer will annually report on the progress of the diversity strategic plan to the president and the president's Cabinet.
- B. After presentations to the president and Cabinet, the annual progress report of the diversity strategic plan will be posted on the university website and released to the university community, including the Student Government Association, the Graduate Student Government, the University Senate, and *The Diamondback*.

**GOAL 4: The university will develop processes for modifying the diversity strategic plan and updating it at least once every 10 years.**

- A. Members of the university community will have an opportunity to petition for major and/or minor amendments to the diversity strategic plan.
  - **Major** amendments will require revisiting the goals and strategies of the plan or the basic assumptions that have provided direction for the plan. A major amendment would have an impact on many areas of the plan.
  - **Minor** amendments might include a change in the wording of a goal or strategy, or changes in responsible leadership.
- B. The president will appoint a diversity strategic plan steering committee to complete a major review and update of the diversity strategic plan no less than once every 10 years.
- C. The chief diversity officer will chair the diversity strategic plan steering committee.
- D. The diversity strategic plan steering committee will include representation from the faculty, staff, senior leadership, and undergraduate and graduate students.

# Diversity Plan Steering Committee »

**Robert Waters, Chair**, Associate Vice President for Academic Affairs and Special Assistant to the President

**Cordell Black**, Associate Provost for Academic Affairs; Associate Professor, School of Languages, Literatures, and Cultures

**Gloria Aparicio Blackwell**, Assistant to the Vice President, Division of Administrative Affairs

**Gloria Bouis**, Executive Director, Office of Diversity and Inclusion

**Kamilia Butler-Peres**, Undergraduate Student

**Linda Clement**, Vice President for Student Affairs

**Pat Cleveland**, Associate Dean, Robert H. Smith School of Business

**Roberta Coates**, Assistant to the President and Staff Ombuds Officer

**Carol Corneilse**, Graduate Student

**Natalia Cuadra-Saez**, Undergraduate Student

**Gene Ferrick**, Assistant to the Dean, College of Computer, Mathematical and Natural Sciences

**Wanika Fisher**, Undergraduate Student

**Sharon Fries-Britt**, Associate Professor, Department of Education Leadership, Higher Education and International Education

**Steven Glickman**, Undergraduate Student; President, Student Government Association

**Gay Gullickson**, Professor, Department of History

**April Hamilton**, Associate Director, Division of Academic Affairs

**Paul Hanges**, Professor and Associate Chair, Department of Psychology

**Sharon Harley**, Associate Professor and Chair, Department of African American Studies

**Luke Jensen**, Director, Office of LGBT Equity

**Brian Kelly**, Associate Professor, School of Architecture, Planning, and Preservation

**Sally Koblinsky**, Assistant President and Chief of Staff; Professor, Department of Family Science

**Gretchen Metzelaar**, Director, Adele H. Stamp Student Union–Center for Campus Life

**Elliott Morris**, Undergraduate Student

**Kim Nickerson**, Assistant Dean, College of Behavioral and Social Sciences and School of Public Health

**Olgaldia Rosas**, Undergraduate Student

**Larry Hajime Shinagawa**, Associate Professor and Director, Asian American Studies Program

**Nancy Struna**, Professor and Chair, Department of American Studies

**Cynthia Trombly**, Director of Human Resources, University Relations

**Tanner Wray**, Director of Public Services, University Libraries

**Ruth Zambrana**, Professor, Department of Women's Studies



**THIS PAGE IS INTENTIONALLY LEFT BLANK**





## INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

**Institution: University of Maryland Eastern Shore**

**Date Submitted: June 29, 2018**

**Point(s) of Contact (names and email addresses): Dr. Kimberly D. Whitehead**

**kdwhitehead@umes.edu**

### Section I: Progress Report

- Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
- Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
- Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

**Table I: Reporting of Institutional Goal I**

<p><b>Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b></p> <p>Aligns with UMES goals 2: Student access and opportunity and 3: Diverse faculty and staff</p> <p>Timeline for meeting goal within the diversity plan: 1 year, reviewed annually</p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>The recruitment team attends recruitment events designed for targeted diverse student populations such as the annual National Hispanic College Fairs.</p>	<p>Number of total applications</p> <p>Number of recruitment events attended</p>	<p>5,074 total applications received</p> <p>120 events and spent 469.5 hours recruiting prospective students.</p>	<p>Scholarships to support transfer students and first-time students; better collaboration with community colleges; continue to build better relationships with local</p>

<p>Increase the number of MOUs with community colleges</p> <p>The recruitment team continues to saturate Maryland public and private schools with various diverse student populations.</p>	<p>Number of transfer student applications</p> <p>Number of transfer student scholarships awarded</p> <p>Number of first-time student applications and scholarship offers.</p>	<p>112 scholarships offered to transfer students; 25 scholarships accepted</p>	<p>schools; we need to expand our recruitment territory outside of Maryland</p>
<p>Recruit and hire diverse staff and student leaders in the Center for Access and Academic Success</p>	<p>50% of the staff and students that do not identify as African American.</p>	<p>56% of the staff and 67% of student leaders are <u>not</u> African-American</p>	<p>Increase the number of international students from Spanish speaking countries.</p>
<p>The School of Agriculture &amp; Natural Sciences' (SANS) recruitment and hiring practices are in compliance with UMES's policy on non-discrimination. Positions are advertised through a variety of outlets to attract diverse applicants.</p> <p>Establish agreements and MOUs with community colleges in the region and the state to increase the enrollment of traditionally underrepresented students.</p>	<p>Diversity of hiring pool.</p> <p>Number of articulation agreements signed or in progress.</p>	<p>In filling 4 positions in SANS: 1 African American female, 1 female and 1 male of Asian origin and 1 Caucasian male were hired for fall 2018.</p> <p>The department signed one agreement with Chesapeake College in 2017</p> <p>Updating articulation agreements with community colleges.</p>	<p>Current strategies should be maintained.</p> <p>Scholarships to support transfer students;</p> <p>Increased outreach to community colleges.</p>
<p>Strengthening linkages with regional middle and high schools to develop a diverse pipeline of students into our programs. Strengthened and grew linkages through establishment of Junior MANRRS chapters at high schools and established a Maryland World Food Prize Maryland Youth Institute for high school students.</p>	<p>Number of students participating in the programs and matriculating to UMES.</p>	<p>50 High School students participated in the World Food Prize Maryland Youth Institute</p> <p>100 students participated in the MANRRS Youth Leadership Institute</p>	<p>Strengthening linkages with high schools, especially high school counselors.</p>
<p>Create a partnership with the Academy of Finance that will lead to an MOU to give high school students up to 6 credits when they enter UMES.</p>	<p>MOU and actual recruited students.</p>	<p>Five students enrolled</p>	<p>Complete the MOUs with 16 Academy of Finance programs.</p>
<p>Develop more dual enrollment programs with high schools in Maryland</p>	<p>MOUs and actual recruited students</p>	<p>Three dual enrollment agreements exist with Worchester County; two additional agreements are in</p>	<p>Complete MOUs and develop relationships with MD High Schools.</p>

		progress Prince George and Hartford County schools.	
<p>Recruitment, Retention and Success of Engineering Students through outreach, recruitment, and retention efforts.</p> <p>Support 40 students to the career fair hosted at the BEYA conference.</p> <p>The aviation team continues to engage in outreach program to advertise the flight instruction program at UMES.</p> <p>The number of graduates who were eligible for graduation has also increased significantly.</p> <p>Utilizing Scholarships and assistantships for engineering and aviation students to support student degree matriculation and graduation.</p>	<p>Engineering Enrollment Data and the rate of increase</p> <p>The number of full time employment offers or internships from major corporations</p> <p>The number of enrolled students in the professional pilot program has increased significantly compared with Year 2017.</p> <p>The number of graduates who applied for graduation.</p> <p>Number of students(including females and international students) received scholarships and assistantships</p>	<p>Engineering enrollment as of fall 2018 is 154, an ~ 9% increase on average in the past five years.</p> <p>In 2018, 5 of our graduates received full-time employment offers with, avg starting salary - \$65,000 - \$70,000.</p> <p>In 2017-2018 academic year, 17 students enrolled in the professional pilot concentration, compared with 7 students in previous year.</p> <p>7 students received the BS degree in engineering 2017-2018 academic year.</p> <p>10 scholarships awarded</p>	<p>More recruitment effort to high schools and community colleges.</p> <p>Continue to develop collaborations with industry partners</p> <p>Continue to advertise the aviation program to reach out to students</p> <p>Enhance policies to ensure four-year to six-year graduation.</p> <p>Continue to provide scholarship and assistantships.</p>
<p>PGA Golf Management Career Day held once each semester to attract underrepresented students.</p> <p>The PGA Junior Tour, and community golf programs.</p> <p>UMES-First Tee Tour in conjunction with The National First Tee will target traditionally underrepresented students.</p> <p>Developed a partnership with Caves Valley Golf Club Foundation that awards a minority freshman with a full-ride scholarship <del>each semester</del>.</p>	<p>Acceptance rates into program following participation</p> <p>Acceptance rates into program following participation</p> <p>Acceptance rates into program following participation</p> <p>4 Caves Valley Scholars with a 5<sup>th</sup> joining in Fall 2018</p>	<p>Twenty-two (40%) participants enrolled in the PGA Golf Management Program. 59% participants from traditionally underrepresented groups.</p> <p>This program kicked-off in the Spring of 2018.</p> <p>Our first Caves Valley Scholar will graduate in December 2018.</p>	<p>More potential students register for the event than actually attend.</p> <p>Data collection for evaluation.</p> <p>Continue to garner additional support for scholarships.</p>

<p>The HTM Program Director at Shady Grove coordinates classroom visits by community colleges.</p> <p>The USG and UMES HTM has a MOU with Montgomery College (MC) for the specific transfer access program called “Hawkline”.</p> <p>National Society of Minorities in Hospitality NSMH, students have an opportunity to travel to regional and national conferences.</p>	<p>Acceptance rates into program following participation</p> <p>The number of transfer students and the acceptance into UMES</p> <p>Retention and academic success</p>	<p>Student enrollment and transfer from community colleges</p> <p>Student enrollment and transfer from MC</p> <p>Student enrollment and transfer from community colleges</p> <p>HTM student population more ethnically diverse, 2011 to 2016.</p>	<p>Additional support for recruitment efforts</p> <p>Need better tracking and monitoring of student origins</p> <p>Data collection.</p> <p>Continue to encourage student participation with industry</p>
<p>Developed articulation agreements for technology related programs for guaranteed transfer of credits from community colleges across Maryland to UMES.</p>	<p>Number of Articulations</p>	<p>Construction Management Technology: 4 Engineering Technology: 3 Technology and Engineering Education: 3</p>	<p>Create articulations with more community colleges, Maryland State Department of Education</p>
<p>Master’s degree program in Career and Technology Education and new CTE certificate programs in Baltimore to increase the enrollment of underrepresented students.</p> <p>Recruitment, Retention and Success of CTE Students Through significant outreach, recruitment, and retention efforts over the past several years, we have increased enrollments of students in the graduate CTED program and the non-degree PTE and WBL course pathways.</p>	<p>Graduate CTED student advisees by ethnicity</p> <p>Enrollment Data and the rate of increase</p>	<p>62 CTED advisees: Black: 22/62 (35.5%), Hispanic: 6/62 (9.6%), Hindi Indian: 1/62 (1.6%), and White 33/62 (53.2%).</p> <p>Number of students almost doubled since 2016. With the percent of non-white students flat, the actual number of non-white graduate students has doubled in last two years.</p>	<p>Funding for travel to professional development sites,</p> <p>Increase professional development workshops offerings across the state - Prince George’s County, Baltimore City and Baltimore County.</p>
<p>Established an MOU with Eastern Shore Community College (ESCC) in Melfa, Virginia to attract students to the English B.A. program.</p>	<p>Established MOU with regional community college.</p>	<p>One new MOU with ESCC was signed in 2016.</p>	<p>Additional scholarships need to be developed to attract transfer students.</p>
<p>Targeted high schools with populations of traditionally underrepresented students to do recruitment efforts for Fine Arts</p>	<p>Faculty visited high schools</p>	<p>Schools were visited in person or contacted by phone and email.</p>	<p>Data to track student origins.</p>
<p><u>School of Pharmacy &amp; Health Professions</u> Recruit – Faculty Advertise on websites that are frequented by underrepresented (UR) groups Leverage network of existing faculty</p>	<p>Number of offers made to UR faculty Number of offers accepted by UR faculty</p>	<p>Pharmacy – 79% UR faculty Physical Therapy – 11% UR faculty Kinesiology – 80% UR faculty Rehabilitation – 71% UR faculty</p>	<p>Physical Therapy program</p>

Recruit – Staff Advertise on websites that are frequented by UR groups Leverage network of existing faculty	Number of offers made to UR staff Number of offers accepted by UR staff	Pharmacy – 75% UR staff Physical Therapy – 80% UR staff Kinesiology – 0% UR staff Rehabilitation – 0% UR staff	
Recruit – Students Presentations at pre-health professions clubs College Career Fairs Open Houses Articulation Agreements with colleges/universities with UR groups	Number of offers made Number of offers accepted Number of students enrolled in the program	Pharmacy – > 85% UR students Physical Therapy – 15% UR students Kinesiology – > 80% UR students Rehabilitation – > 85% UR students	Physical Therapy program
Retain – Faculty Mentor programs Professional development Sunshine committee	Attrition rate Retention rate	We have lost 3 UR faculty across all programs since July 2015	
Retain – Staff Professional development Sunshine committee	Attrition rate Retention rate	We have lost three UR staff across all programs since July 2015	
Retain – Students Academic and non-academic support Faculty mentors Peer tutors	Attrition rate Retention rate	The School has a 85% retention rate across all programs	
Establish marketing efforts to recruit graduate students who do not identify as African American.	Identify targets of marketing campaigns	Increase in number of enrolled graduate students who do not identify as African-American	Graduate assistant funding
Acquire and sustain informational resources that assist in the retention efforts and provide instructional support for students, faculty and staff.	134 databases and has access to informational resources worldwide.	User statistics reveal active usage of library resources.	Increased budget to consistently build collection.
Establish honors-to-honors articulation agreements with community colleges to increase the participation in Honors of traditionally underrepresented students.	Number of agreements and MOUs signed	1 – complete (Montgomery County) 1 – under review (Harford CC)	Stronger yield to UMES of students from 2-year institutions with honors-to-honors MOUs
Targeted recruitment efforts in minority-serving high schools and at regional college fairs with proportionately high minority populations.	Number of schools / recruitment fairs visited to promote honors and UMES to minority students.	20- Schools/College Fairs  83.3% (n=60 of 72)	Continue to expand the area in which we recruit to include greater numbers of “feeder” schools with high

	Percentage of Honors Program applicants who identify as non-white.		concentrations of diverse students.
<p>Positions are advertised nationally and internationally and designed to produce a diverse applicant pool.</p> <p>We also promote diversity in our search and screening process to ensure a process that is reflective of the diversity we seek.</p>	The Office of Institutional Research Planning and Assessment produce data annually.	<p>We are showing excellent results in our Faculty diversity efforts with the following percentages:  African American – 35.5%  Caucasian – 40.6%  Asian – 12.6%  Hispanic – 3.5%  American Indian - 0.6%  Foreign and Other – 7.2%</p> <p>Our staff numbers are currently 74% African American which is slightly lower than last year.</p>	We will continue our diversity recruitment efforts especially as regards those who do not identify as African American.
Provide students with on and off campus experiences and opportunities to develop and enhance their personal philosophy of leadership through community outreach, personal development workshops and conferences	Each participating student has his/her participation and hours logged.	300 students have participated in 2,087 hours of community service and personal development opportunities throughout the year.	We will look to continue to provide meaningful opportunities for students, staff and faculty.
Created an end of the semester program within the freshmen male communities called “Go Home Mon.: This program included a cookout (sponsored by the students within the community) which featured Caribbean cuisine, music, and dance	Number of attendees	76 attendees	Scholarships to promote retaining young African-American men

**Table 2: Reporting of Institutional Goal 2**

<p><b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>                      Aligns with UMES goal 1. Climate for living, learning and working.                      Timeline for meeting goal within the diversity plan: 1 year, reviewed annually</p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students.</li> </ul>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>The Hawk Ambassador Program welcomes student volunteers from all diverse backgrounds to interact with incoming students.</p>	<p>Diverse recruiting staff</p>	<p>1 new counselor to the admissions team</p>	<p>Continue to ensure diverse candidate pool</p>
<p>Hosted a Multicultural Student Appreciation Luncheon to celebrate the diversity and promote cultural awareness among the students and members of our staff.</p>	<p>The attendance rate and interaction at the CAAS Multicultural Student Appreciation Luncheon.</p>	<p>91% attendance of students and staff</p>	<p>Develop specific programming aimed at cultural diversity as well as embed it strategically in our programs and outreach.</p>
<p>Infusion of multicultural or diversity themes.</p> <p><u>HUEC 230 – Multicultural Perspectives</u>: This course promotes cultural awareness.</p> <p>HUEC 463 – Food, Clothing and Culture. This course further infuses diversity awareness in the curriculum.</p>	<p>An assessment instrument has been developed to assess HUEC 463.</p>	<p>Assessment in spring 2018 indicated that students met or exceeded the standard on the assessment.</p>	<p>Sustain current efforts.</p>
<p>Curricular development that promotes Cultural Diversity in the Classroom – In the Engineering Seminar class for seniors (ENGE 475), and the freshmen engineering design course (ENGE 150).</p>	<p>The number of engineering courses that are utilized to assess cultural diversity in engineering design</p>	<p>2</p>	<p>Continue to develop curriculum to promote cultural diversity and awareness in classroom</p>
<p>Encourage Study Abroad participation</p>	<p>Number of students who participate in global activities</p>	<p>4 BMA majors participated in service abroad projects</p>	<p>Promote and improve tracking of student activities</p>
<p>Encourage and motivate students, faculty and staff to participate the international events on campus.</p>	<p>Number of international events on campus</p>	<p>No data reported</p>	<p>Collect attendance data and monitor student participation.</p>

Engineering Cultural Affairs among faculty events.	The number of cultural awareness event among faculty and staff	1	Continue to organize and host cultural awareness event in department.
Engineering Departmental Student-Faculty Forum in Spring 2018.	The number of student-faculty forum organized	1	Continue to promote cultural awareness in education and advising.
PGA Golf Management Speaker Series utilizing 5 key aspects of role modelling which underpin the learning process (Spouse 1996) Befriending, Planning, Collaborating, Coaching and Reflecting.  Shadowing or Kinesthetic Learning allows the student to carry out physical activities rather than listening to a lecture or to reinforce lectures.  PGA Golf Management engages current students in community service projects geared toward exposing underrepresented youth to the game of golf and careers in golf.	Student engagement, post speaker student questionnaire and testing  Student engagement, skill assessments and internship placement  Student engagement and learning	Positive feedback and enthusiasm from students as well as positive test scores  100% engagement, positive skill assessments and 100% internship placement  100% engagement, positive feedback and enthusiasm from students as well as positive test scores	Continue to seek dynamic, culturally diverse speakers  Continue to look for ways to employ shadowing and kinesthetic learning to create positive interactions and cultural awareness  Continue to work with national programs to increase
Mathematics and Computer Science Club that provides activities that creates awareness of historical, cultural and milestones in mathematics and computer sciences.  Faculty host holiday celebrations in which they share food and personal cultural highlights. This provides a sense of pride and sharing among faculty with diverse origins.  Mathematics Competition for area high school juniors.  The Department re-chartered the Delta chapter of the Association for Computing Machinery (ACM)	Number of students participating in the monthly club meetings. Number of capstone projects generated from club activities Number of expository or research projects generated from club activities.  Number of faculty participating in the holiday celebrations.	a. Student Satisfaction Surveys suggesting that the club activities were beneficial to understanding the wide range of outlets and impacts in mathematics and computer science. b. Faculty mention during faculty meetings and faculty/chair evaluations that activities that bring them together to understand one another assists them in working better on other professional curriculum and research projects.	More funding to take students and faculty on trips to NIST, NSA, NASA, etc. to expose students to mathematics and computer science expertise in industrial.  Data needs to be collected for all measures listed.
English & Modern Languages developed co-curricular activities, such as attending local theater or visiting the monthly art exhibit in the Mosely	Number of courses requiring participation in co-curricular events.	Ten (10) reflects the number of classes.	Continue to promote attendance at co-curricular events to promote cultural



Gallery to expose students to diverse cultural art forms.			diversity and awareness in classroom
Monthly faculty-student socials	Attendance data	20-30 attendees each month	
Developed programming to encourage diverse graduate student networking and interdisciplinary research.	The number of activities held during the semester	2	More efforts to recruit students for networking.
The Frederick Douglass Library supports the International Programs area by providing displays of international authors.  The recent renovations in library provides an environment that promotes individual and collaborative workspaces that are designed to engage diverse learning.	Request for use of displayed titles  Active floor counts	The displays are changed as requested to promote the diversity initiative.  Consistent usage of study areas when students and faculty can transform the arrangement to meet their need.	Continue to develop activities to promote cultural diversity and awareness in the library by hosting: <ul style="list-style-type: none"> <li>• Lunch and Learn Series</li> <li>• Meet the cultures around you activities</li> </ul>
Center for International Education <ol style="list-style-type: none"> <li>1. Ethnic festival: Celebrated during International Education week</li> <li>2. Spring Fest participation to foster international awareness.</li> <li>3. Exhibitions and cultural shows and International Flag Parades.</li> <li>4. Panel discussions involving faculty, staff, and students.</li> <li>5. Promotion of study abroad through classroom visits, global ambassador activities, and email distribution</li> <li>6. Developing a formalized international education comprehensive</li> <li>7. Faculty and staff international cuisine activity (Taste of UMES)</li> <li>8. Peace Corps Prep Program (PCPP) launch on April 26, 2018.</li> <li>9. Establishment of faculty-led abroad collaborations</li> </ol>	Listed activities are accomplished through activity plans that include collaboration with campus units to establish and implement the activities.	Annual activity monitoring reports  Over 140 students have been advised for study abroad related questions in the last year.  Six students participated in study abroad programs (Brazil, Spain, Costa Rica and Estonia).  Twenty multi-discipline students participated in international service learning trip, January 2018 to Dominican Republic. This represents a 33% increase.  A faculty-led spring break 2019 trip is being planned for Volterra, Italy.	Resources to implement activities (refreshments, cultural performances), not covered under current funding structure.  Study abroad scholarships to support travel abroad (passports, tickets, immunization).
<u>The Richard A. Henson Honors Program</u> Curricular Initiatives that Promote Cultural Diversity in the Classroom: HONR 101 Freshman Seminar (Selves	Percentage of first-time, full-time honors students enrolled in HONR 101.	93.3% during AY 2016-17. N = 28 (Fall 2017) of 30 incoming FTFT students enrolled in and completed the course.	Expand the number of sections this course is offered/annum as the program grows.

& Others) is a required course in the honors Program of Study.  Curricular Initiatives that promote cultural diversity in the classroom – the HONR 301 Junior Seminar (Global Problems, Local Solutions)	The number of students enrolled in HONR 301 / participating in credit-bearing international service/study programs.	N = 17 (Spring 2018), all of whom completed HONR 301 and a study/service program abroad.	Develop similar programs in other international sites (Italy; Morocco; China)
Co-Curricular Programming: International Service Learning Showcase	Attendance at our annual, public event showcasing the results of study and service abroad programs	N = 24 (Spring 2018), including multiple students who traveled to various locales (Greece; UK; China; Dominican Republic; Spain) and campus community.	Promote this event more broadly to ensure stronger participation, especially among faculty/staff.
During the month of February an activity is planned for Black History Month	The number of culturally diverse activities incorporated into student programming	1-2 cultural awareness activities/programs to promote cultural awareness	Development of programming to increase awareness of cultural diversity.
The Office Of Human Resources sponsors a number of programs designed to improve campus climate and encourage cultural diversity.	Number of employees who attend various programming and obtain feedback regarding the program and its effectiveness.	Attendance data.	Continue to assess campus climate and seek input on the type of programming that is needed to reach the desired goals.
Conduct course development activities to introduce faculty to the concept of high impact practices (HIPs) and service learning and encourage them to incorporate these concepts into their curriculum and teaching strategies	Improvements in faculty knowledge regarding HIPs and effective strategies for incorporating HIPs into academic courses.	Presented to 18 First Year Experience (FYE) instructors  100 students attended the Freshmen Service Learning Assembly	Continue to educate students, staff and faculty about the importance of High Impact practices and service learning.

**Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.**

The University provides a number of ways to report crimes and serious incidents and emergencies. All members of the campus community should take an active role in reporting criminal activities or emergencies occurring on campus. It is critical for the safety of the community that individuals report all crimes and other incidents immediately so that the University Police can investigate the situation as soon as possible and can determine if a timely warning or emergency notification to the community, or a portion thereof, is required.

**REPORTING CRIMES TO THE UNIVERSITY POLICE**

The University strongly encourage all members of its community to report all crimes and other emergencies to the UMES Police in a timely manner. Police Officers are on duty 24 hours a day, 365 days a year.

The emergency telephone number to the University Police Communications Center is 410- 651-2300/3300.

Somerset County Emergency Services for Fire, Ambulance, or the Princess Anne Police Department for an emergency can be reached at 9-911.

The non-emergency telephone number to the Police Department is 410-651-6590.

The “Tip line” telephone number to report information anonymously is 410-651-8484.

The TDD (Telecommunications Device for the Deaf) telephone number is 410-621-2552.

All reports may be made in person at the Police Department, which is located at the Department of Public Safety, 30737 University Blvd South, Princess Anne, MD. 21853. Although there are many resources available, University Police should be notified of any crime, whether or not an investigation continues, to assure the University can address any and all security concerns and inform the community if there is a significant threat.

For crimes occurring off-campus but within the boundaries of the city of Princess Anne, Md., contact the Princess Anne Police Department at **410-651-1822**. For crimes occurring within the boundaries of Somerset County contact the Somerset County Sheriff’s Department at **410-6519225** or the Maryland State Police, Princess Anne Barrack at **410-651-3101**.

### ***Voluntary Confidential Reporting-Silent Watch Program***

The UMES Police Department encourages anyone who is the victim of, or witness to, any crime to promptly report the incident to the police. Police reports are public records under Maryland Law, so the UMES Police Department cannot hold reports of crime in confidence. You can make an anonymous report to the UMES Police Department and your name will not be revealed, but the report will not be confidential. To make an anonymous report, we encourage visiting the UMES Police Department website, [www.umes.edu/Police](http://www.umes.edu/Police), to access anonymous crime reporting under the Silent Watch Program. THIS FORM IS STRICTLY CONFIDENTIAL. There is also a UMES Police Department anonymous crime reporting Tip-line at **410-651-8484 (ext. 8484 if on campus.)** From a mobile device text: UMES TIP to 50911.

### **REPORTING CRIMES TO OTHER CAMPUS SECURITY AUTHORITIES**

While the University prefers that community members promptly report all crimes and other emergencies directly to the UMES Police at **410-651-3300**, we also recognize that some may prefer to report to other individuals or University offices. The Clery Act recognizes certain University officials and offices as Campus Security Authorities. The Act defines these individuals as an “official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of the institution.” Ms. Neema Conner – Associate Director of Athletics for Compliance.

### ***Pastoral and Professional Counselors***

According to the Clery Act, pastoral and professional counselors who are appropriately credentialed and hired by University of Maryland Eastern Shore to serve in a counseling role are not considered Campus Security Authorities when they are acting in a counseling role. As a matter of policy, the University encourages pastoral and professional counselors to notify those whom they are counseling of the voluntary, confidential options available to them.

## **APPENDIX**

## Section II: Institutional Plan

### Implementation Strategy and Timeline

The University of Maryland Eastern Shore implemented its Cultural Diversity Plan in 2009. The plan is composed primarily of three major goals with sub-goals and key strategies that align to each goal. The goals are reviewed and data on the numerical representation of faculty, staff and students as well as the variety of strategies to ensure engagement opportunities and interactions that support and promote cultural diversity are reported annually. In the 2009 plan, UMES established a 1-year target date for implementation of the major goals and identified strategy leaders for high accountability and to reinforce its commitment to cultural diversity.

### Description of how UMES addresses cultural diversity among its students, faculty and staff populations.

The University of Maryland Eastern Shore (UMES) encourages, values and supports cultural diversity. This commitment is evident in the diversity of the student population and the opportunities for cultural engagement and focused initiatives to support diversity and inclusion. UMES established core value to demonstrate and affirm its commitment to diversity. The core value is provided below:

*“Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of cultures.”*

UMES uses three major goals for improving cultural diversity among its students, faculty and staff populations. The following are the major goals of the current 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 continues focus on providing a campus environment conducive for optimal productivity and engagement for students, faculty, staff and administrators through the promotion of its ICARE core values (“integrity, commitment, accountability, respect and excellence) and the Hawkspitality initiative. Members of the campus community continue to improve the campus climate by reviewing and responding to written comments in strategically placed lockboxes, promoting excellent customer across campus and providing opportunities for campus collaboration and fellowship through cultural awareness activities, professional development and student development and increased social and cultural exchange.

UMES is a diverse campus and 27% (2016) and ~28% (2017) of the student population identified as non-African-American. Table 1 outlines specific strategies to accomplish a diverse campus population. Some of those strategies are designed to attract more students from the Eastern Shore region. To that end, the university has recently increased the diversity of its admission and recruitment staff and created an advisory group composed of high school guidance counselors from the region.

### **Description of how UMES plans to enhance cultural diversity**

UMES is currently at the end of its strategic planning process and has incorporated a goal specific to equity, inclusion and diversity. The implementation and execution of this goal will drive the revision of the original 2009 cultural diversity plan. Over the course of the past few years, the demographics of the campus community has changed as well as racial ethnicity and gender composition in both undergraduate and graduate programs. Given these changes, it is imperative that the institution revisit its original goals to better align them with current demographic data.

In addition to the realignment of goals using 2018 baseline data, the institution will engage in a deeper focus on developing systematic and comprehensive programming for diversity and cultural competence training, promote cultural and international awareness and develop specific strategies and initiatives for enhanced inclusivity of all university stakeholder groups. As expressed in the mission statement, “UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth”.

### **Process for reporting hate based crimes**

The University encourages a number of mechanisms to report crimes and serious incidents and emergencies. It is the expectation that all members of the campus community take an active role in reporting criminal activities. The UMES Police Department encourages victims of, or witnesses to crime to promptly report the incident to the Police. A report to the police can empower the complainant by exercising her/his legal rights and can aid in the protection of others. UMES staff will encourage the complainant to promptly file a police report and will assist the complainant in notifying the police if requested. The police will then advise the complainant of the investigative and legal process:

- Investigations of on-campus cases are conducted by the UMES Police Department.
- Investigations of off-campus cases are usually conducted by the Princess Anne Police Department or other law enforcement agency where the incident occurred.

Complaints of Hate or Bias incidents may be reported to the Director of Public Safety if a crime has been committed and/or Equity Compliance Officer if the incident is not of a criminal nature.

### **Summary of Resources**

CATEGORY/ITEM	FUNDING NEEDED
Diversity Coordinator	\$ 99,750 (includes fringe benefits)
Undergraduate Minority Recruiter	\$ 73,150 (includes fringe benefits)
Graduate Recruiter	\$ 73,150 (includes fringe benefits)
Scholarship Funds	\$ 300,000
Professional Development and Training	\$ 100,000
Office Supplies	\$ 15,000
Information Technology Equipment	\$ 10,000
Travel (domestic and international)	\$ 50,000
<b>TOTAL</b>	<b>\$ 721,050</b>

**Section III: Demographic Data**

UNIVERSITY OF MARYLAND EASTERN SHORE

Institutional Program of Cultural Diversity Progress Report Data  
Academic Year 2008-2009 thru 2017-2018

**Table 3: UMES Student Enrollment\* Fall 2008-Fall 2017 by Race/Ethnicity**

Race /Ethnicity	2008-2009				2010-2011				2016-2017				2017-2018			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,314	80.6%	1,234	2,080	3,340	76.9%	1,348	1,992	2,738	72.6%	1,184	1,554	2,433	72.4%	1,052	1,381
American Indian or Alaskan Native	10	0.2%	3	7	18	0.4%	7	11	9	0.2%	7	2	8	0.2%	7	1
Asian	60	1.5%	36	24	90	2.1%	36	54	47	1.2%	23	24	43	1.3%	24	19
Hispanic/Latino	53	1.3%	26	27	100	2.3%	36	64	113	3.0%	57	56	126	3.7%	61	65
White	502	12.2%	224	278	627	14.4%	301	326	510	13.5%	252	258	428	12.7%	223	205
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	3	0.1%	2	1	1	0.0%	0	1	2	0.1%	1	1
Two or More Races	NA	NA	NA	NA	39	0.9%	14	25	336	8.9%	133	203	308	9.2%	109	199
Did Not Self-Identify	171	4.2%	74	97	128	2.9%	57	71	15	0.4%	8	7	13	0.4%	3	10
Total	4,110	100.0%	1,597	2,513	4,345	100.0%	1,801	2,544	3,769	100.0%	1,664	2,105	3,361	100.0%	1,480	1,881

\*Foreign students are not included

**Table 4: UMES Faculty\* Fall 2008-Fall 2017 by Race/Ethnicity**

Race /Ethnicity	2008-2009				2010-2011				2016-2017				2017-2018			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	119	38.6%	60	59	123	37.4%	61	62	121	37.6%	62	59	113	37.3%	56	57
American Indian or Alaskan Native	2	0.6%	1	1	3	0.9%	1	2	2	0.6%	1	1	2	0.7%	1	1
Asian	29	9.4%	18	11	25	7.6%	14	11	43	13.4%	26	17	40	13.2%	25	15
Hispanic/Latino	6	1.9%	3	3	8	2.4%	4	4	10	3.1%	5	5	11	3.6%	6	5
White	149	48.4%	78	71	162	49.2%	84	78	137	42.5%	69	68	129	42.6%	59	70
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	1	0.3%	1	0	2	0.7%	2	0
Two or More Races	NA	NA	NA	NA	3	0.9%	2	1	5	1.6%	2	3	4	1.3%	2	2
Did Not Self-Identify	3	1.0%	1	2	5	1.5%	2	3	3	0.9%	2	1	2	0.7%	1	1
Total	308	100.0%	161	147	329	100.0%	168	161	322	100.0%	168	154	303	100.0%	152	151

\*Foreign faculty is not included



**Table 5: UMES Staff\* Profile Fall 2008-Fall 2017 by Race/Ethnicity**

Race /Ethnicity	2008-2009				2010-2011				2016-2017				2017-2018			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	393	76.8%	157	236	399	76.1%	164	235	396	74.2%	174	222	359	74.3%	154	205
American Indian or Alaskan Native	2	0.4%	0	2	3	0.6%	0	3	3	0.6%	1	2	3	0.6%	1	2
Asian	6	1.2%	2	4	3	0.6%	0	3	8	1.5%	4	4	6	1.2%	4	2
Hispanic/Latino	5	1.0	3	2	4	0.8%	3	1	11	2.1%	6	5	10	2.1%	5	5
White	104	20.3%	62	42	109	20.8%	63	46	107	20.0%	60	47	97	20.1%	58	39
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	2	0.4%	1	1	5	0.9%	3	2	4	0.8%	3	1
Did Not Self-Identify	2	0.4%	0	2	4	0.8%	3	1	4	0.7%	2	2	4	0.8%	2	2
Total	512	100.0 %	224	288	524	100.0 %	234	290	534	100.0 %	250	284	483	100.0 %	227	256

\*Foreign staff and Graduate Teaching/Research Assistants are not included

**THIS PAGE IS INTENTIONALLY LEFT BLANK**

**UNIVERSITY OF MARYLAND**  
 **University College**

Office of Diversity and Equity

June 28, 2018

Zakiya S. Lee, Ph.D.  
Assistant to the Senior Vice Chancellor for Academic and Student Affairs  
University Systems of Maryland  
3300 Metzert Road  
Adelphi, MD 20783-1690

Dear Zakiya S. Lee, Ph.D.,

Attached please find University of Maryland University College's (UMUC) 2017 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,



Blair H. Hayes, Ph.D.  
Ombudsman, Vice President and Chief Diversity Officer

**2017 Annual Progress Report**

**On**

**Programs of Cultural Diversity**

**June 28, 2018**



UNIVERSITY SYSTEM  
of MARYLAND

2017-2018

(demographic dates modified and template redistributed on 5/16/18)

## INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

---

Institution: University of Maryland University College Date Submitted: June 28, 2018

Point(s) of Contact (names and email addresses): Blair H. Hayes, Ph.D. Blair.Hayes@UMUC.edu

### Overall Guidelines:

- For the 2017-2018 Programs of Cultural Diversity Annual Progress Report, complete the three sections in this template.
- Please submit your report to Zakiya Lee (zlee@usmd.edu) by Friday, June 29, 2018.

**Section I: Progress Report:** §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

**Guidelines for Section I:**

- Submissions for Section I (Table 1, Table 2, and Statement 1) should be 10 to 12 pages.
- Bulleted, succinct descriptions of major initiatives and strategies are ideal.

**Section I - Table 1: Reporting of Institutional Goal 1**

<p><b>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</b></p> <p>Timeline for meeting goal within the diversity plan: _____</p>			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>Expanded the use of external marketing to reach previously under-represented populations</p> <ul style="list-style-type: none"> <li>• Job posts have been included in magazines, periodicals, and online job sites that reach previously under-represented populations</li> <li>• Applicant tracking has been enhanced to collect veteran and disability status</li> </ul>	<p>Demographics of staff and faculty</p>	<p>[See Data Tables Attached]</p>	<p>N/A</p>
<p>Diversity Interviewing Skills Preparation is designed to ensure interview questions are fair and appropriate</p> <ul style="list-style-type: none"> <li>• All interviewers are instructed to ask the same questions of all applicants to remove any bias and ensure consistency</li> </ul>	<p>Qualitative Feedback from applicants</p>	<p>N/A</p>	<p>N/A</p>

<ul style="list-style-type: none"> <li>Ensure all staff possess the skills necessary to represent the firm to a diverse candidate pool and recognize diverse skill sets and backgrounds as components of success at the university</li> </ul>			
<p>UMUC Quiet Rooms have been designed and built in each of the three primary UMUC locations. UMUC Students and employees may request the use of a "quiet room" to meditate or for the purposes of religious observances.</p>	<p>Qualitative Feedback from individuals who have used the spaces</p>	<p>Individuals that have used the space for meditation, reflection, Ramadan prayer, etc. have indicated that the Quiet Rooms have been a welcome addition to the offices.</p> <p>We have received numerous notes of thanks and appreciation indicating that this makes individuals feel safe and valued as they practice their daily prayers during the workday</p>	
<p>The Accessibility Services Unit</p> <ul style="list-style-type: none"> <li>manages the request for academic exemptions or reasonable accommodations for UMUC students and employees to ensure that individuals are prepared to succeed in the classroom and in the workforce</li> </ul>	<p>Number of Registered Students or Employees</p>	<p>186 - New Students registered with the Accessibility Services Unit 19 - Employees were granted accommodations (e.g. office furniture, software, tele-work, etc.)</p>	<p>Further integration of accessibility services and ADA compliance with ongoing online course development</p>
<p>Developing High School internship Program</p> <ul style="list-style-type: none"> <li>Clearly articulate the role of each team in the internship process</li> </ul>	<p>Final Strategy and Plan Development</p>	<p>Plan has been developed in preparation for university-wide launch</p>	<p>Roll Out will occur July 2018</p>

<ul style="list-style-type: none"> <li>● Have a designated person that commits to mentoring the intern over the summer</li> </ul>			
<p>Strategic Partnering</p> <ul style="list-style-type: none"> <li>● Expanded outreach to talented professionals from diverse communities</li> <li>● Professional development opportunities for UMUC staff <ul style="list-style-type: none"> <li>○ networking</li> <li>○ knowledge exchange</li> <li>○ new learning experiences</li> <li>○ developing an effective approach to develop junior staff</li> </ul> </li> </ul>	<p>New partnerships formed</p>	<p>CDO joined the Mid-Atlantic Diversity Officers in Higher Education Organization (MADOHE)</p> <p>Assistant Director of Multicultural Programs and Training has been elected chair of the USM Women’s forum</p>	<p>Continuing to look for opportunities for staff to take leadership roles within organizations that offer a level of strategic partnering</p>
<p>SPARKS Internship</p> <ul style="list-style-type: none"> <li>● Internal rotational internship to allow staff an opportunity to experience another department or unit within the University</li> <li>● Staff will be able to intern with another team for 4-weeks and then will return to their team</li> <li>● Aim is to allow staff to learn more about the inner working of the University and further develop interests that may lead to increased chances for professional/career development</li> </ul>	<p>Fully Developed Plan and Strategy</p>	<p>Plan has been developed and first interns will be placed in October 2018</p>	<p>Evaluation of program will occur after first cohort of interns has completed their internship</p>
<p>Administrative Professionals Community of Practice</p> <ul style="list-style-type: none"> <li>● Voluntary community of practice for administrative professionals at UMUC</li> </ul>	<p># of participants within the Community or Practice</p>	<p>15 participants in the first cohort</p>	



<ul style="list-style-type: none"> <li>● Brings staff within a shared discipline together to: <ul style="list-style-type: none"> <li>○ improve interdepartmental communication</li> <li>○ discuss best practices</li> <li>○ foster learning</li> <li>○ promote training and development</li> <li>○ serve the community</li> <li>○ strengthen employee engagement</li> </ul> </li> </ul>			
<p>Job Fairs (Virtual and Face to Face)</p> <ul style="list-style-type: none"> <li>● The Office of Institutional Advancement has increased the reach of their job fairs through the addition of virtual career fairs</li> <li>● New technology has been developed to increase efficiency of the job fair process</li> <li>● Participants receive prep materials, connect with companies who are hiring, and receive follow up from UMUC and potential employers</li> </ul>	<p>Student/Alumni Participation</p> <p>Student/Alumni securing positions in companies throughout the region</p>	<p>pending data</p>	

**Section I - Table 2: Reporting of Institutional Goal 2**

<b>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</b>			
Timeline for meeting goal within the diversity plan: _____			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> <li>● faculty and staff cultural training programs;</li> <li>● curricular initiatives that promote cultural diversity in the classroom; and</li> <li>● co-curricular programming for students.</li> </ul>			
<p>Hold monthly diversity events (UMUC Heritage Month programs) to raise awareness of the cultures, ethnicities, and heritages that comprise the UMUC community. Events included:</p> <ul style="list-style-type: none"> <li>● January - Martin Luther King Jr. Day of Service Lecture by Dr. Hassan Kwame Jeffries</li> <li>● February - African American Heritage Month Documentary</li> <li>● March - Women’s History Month Lecture by Jill Morgenthaler</li> <li>● April - Earth Day Lecture by Cora Lee Gables</li> <li>● May - Older Americans Month Lecture by Dr. Katherine Im</li> <li>● May - Military Appreciation Month Documentary</li> <li>● June - LGBT Lecture by Shaashawn Dial-Snowden</li> <li>● September - Hispanic Heritage Month Documentary</li> </ul>	<p># of attendees to diversity events and programs</p> <p># of participants in online modules</p>	<p>January - 75 attendees</p> <p>February - 120 attendees</p> <p>March - 75 attendees</p> <p>April - 50 attendees</p> <p>May - 45 attendees</p> <p>May - 70 attendees</p> <p>June - 40 attendees</p> <p>September - 55 attendees</p> <p>October - 40 attendees</p> <p>November - 40 attendees</p>	<p>Plan to increase availability of offerings through online or webcast technology</p>

<ul style="list-style-type: none"> <li>● October - Domestic Violence Prevention Lecture by Angela Wharton</li> <li>● November - Native American Heritage Month Lecture by Dan Lewerenz</li> </ul>			
<p>In collaboration with the Marketing Team, diversity posters and flyers are developed monthly to share diversity messaging and raise diversity awareness. Subjects include:</p> <ul style="list-style-type: none"> <li>● Martin Luther King Jr. Day of Service</li> <li>● African-American Heritage Month</li> <li>● Women's History Month</li> <li>● Irish-American Heritage Month</li> <li>● Gay, Lesbian, Bisexual, Transgender Pride Month</li> <li>● Caribbean-American Heritage Month</li> <li>● Independence Day</li> <li>● National Day of Services and Remembrance</li> <li>● German-American Heritage Month</li> <li>● Domestic Violence Awareness</li> <li>● Constitution Day</li> <li>● National American Indian Heritage Month</li> <li>● Universal Human Rights Month</li> </ul>	<p># of posters printed and distributed</p>	<p>250 of each poster printed and distributed throughout the United States and Internationally</p>	
<p>Staff, faculty, and students complete online learning modules related to harassment prevention, Title IX, and EEO.</p>	<p># of participants who have completed the full suite of online diversity training modules</p>	<ul style="list-style-type: none"> <li>● 5143 participants - Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Faculty and Staff</li> <li>● 5119 participants - Discrimination and</li> </ul>	<p>Expand online training options to reach students that are located across the globe</p>

		<p>Harassment Prevention for Higher Education</p> <ul style="list-style-type: none"> <li>● 3699 participants - Diversity in Action: Creating an Inclusive Workplace</li> <li>● 2814 participants - Preventing Discrimination and Sexual Violence: Title IX and the SaVE Act for Faculty and Staff</li> <li>● 5118 participants - Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Students</li> <li>● 2992 participants - The Clery Act and Campus Security Authorities</li> <li>● 2811 participants - Unlawful Harassment Prevention for Higher Education Faculty</li> <li>● 2810 participants - Unlawful Harassment Prevention for Higher Education Staff</li> </ul>	
Purchased new online training modules through Everfi	# of online diversity training modules being offered	<p>Rolled out 7 new online diversity training modules</p> <ul style="list-style-type: none"> <li>● Accommodating Disabilities</li> </ul>	

		<ul style="list-style-type: none"> <li>• Bridges: Taking Action (Title IX/Clery Act ongoing)</li> <li>• Clery Act Basics</li> <li>• Diversity: Inclusion in the Modern Workplace</li> <li>• Harassment and Discrimination Prevention</li> <li>• Managing Bias</li> <li>• Workplace Violence Prevention</li> </ul>	
All new hires receive diversity briefing from Chief Diversity Officer during onboarding.	# of new hires that have received briefing from Diversity and Equity Team	24 briefings to new hires <ul style="list-style-type: none"> <li>• 261 new hires(staff)</li> </ul>	
<p>Diversity Courses are offered through the Social Sciences program to undergraduate students to ensure that they understand the importance of diversity in society and the workplace</p> <ul style="list-style-type: none"> <li>• BEHS 220 – Diversity Awareness</li> <li>• BEHS 320 – Disability Studies</li> <li>• BEHS 453 – Domestic Violence</li> </ul>	# of students participating in the courses	<p>BEHS 220 – 851 Students</p> <p>BEHS 320 – 422 Students</p> <p>BEHS 453 – 649 Students</p>	
<p>Diversity as a Core Value and Competency</p> <ul style="list-style-type: none"> <li>• Heighten awareness of university-wide definitions and understanding of diversity</li> <li>• ensure that management practices demonstrate knowledge and understanding of the skills necessary to manage a diverse workforce</li> <li>• provide all staff with opportunities for diversity education and training</li> </ul>	# of diversity training programs	Conducted 15 Diversity Training Programs	

<p>REELTALK - Diversity Movie Club</p> <ul style="list-style-type: none"> <li>provides the university community an opportunity to consider common beliefs, stereotypes, traditions, and biases from different points of view, bettering our understanding of cultural diversity through the exploration of film</li> <li>Individuals watch the film independently and engage in discussions on the online platform to discuss themes, issues, and lessons learned</li> </ul>	<p># of diversity movies</p>	<p>7 diversity movies were the focus of the past years collection</p>	
<p>Outreach and Athletics Activities</p> <ul style="list-style-type: none"> <li>UMUC Tigers Softball team competes in the Kenilworth Recreation League</li> </ul>	<p># of staff, faculty, students, and alumni</p>	<p>24 staff, faculty, students, and staff participated as part of the UMUC Tigers Softball Team</p>	
<p>Bylee Massey Award</p> <ul style="list-style-type: none"> <li>granted to members of the UMUC Community who exemplify the spirit of diversity, volunteerism, and innovation</li> </ul>	<p>Successful nomination period from August 2017 to October 2017; followed by granting the award to a deserving individual</p>	<p>Award presented during the annual UMUC Service Awards</p>	
<p>Stateside Military Operations works with students to:</p> <ul style="list-style-type: none"> <li>choose the academic program that is right for their military or civilian career goals</li> <li>Navigate their military and veterans benefits, financial aid, scholarships, and other payment options</li> <li>Give a preliminary determination of their potential transfer credits</li> <li>Create a degree plan</li> </ul>	<p>N/A</p>	<p>N/A</p>	

## **Section I - Statement I: Reporting of Institutional Goal 3**

**Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.**

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the Response Emergency Assessment Crisis Team (REACT). The REACT Team is a 24 hour/7 days a week hotline that includes individuals from the President's Office, the Diversity and Equity Office, Legal Affairs, Security, and Human Resources. All threats, concerns, or issues that constitute a threat to an individual or that would constitute a crime based on a protected category are investigated through this network. Further, we have established Memorandums of Understanding (MOUs) with local law enforcement agencies to ensure that any crimes can be reported and responded to quickly by both internal security and external police forces.

**Section II: Institutional Plan:** §1 I-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum.

**Section III: Demographic Data:** Per the request of the Board of Regents, institutions will include demographic data in each annual progress report on programs of cultural diversity. To meet this requirement, please provide separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data as indicated in the example below. These tables should be in an appendix and should not be included in the 12-page maximum.

*The dates within this table have been updated to reflect 2008-2009 (the baseline year as determined by the passage of associated legislation) and 2010-2011 (the year in which the federal government revised race/ethnicity categories).*



*Appendix  
Institutional Plan*

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

i. Implementation strategy and timeline for meeting goals within the plan

The Diversity and Equity Office is comprised of the Multicultural Programs and Training Unit, the Resolution Management Unit, the Accessibility Services Unit, the Title IX Coordinator, and the Fair Practices Officer. Together the office is responsible for maintaining and elevating the climate for diversity and inclusion throughout the UMUC Community. The office supports these efforts throughout the Stateside Offices and has grown to include diversity representatives serving UMUC staff, faculty, and students in Europe and Asia.

The guiding principles of our implementation plan are centered on:

- **Senior-level Commitment:** Key to sustainability and growth
- **Balance:** Bottom-up and Top-down
- **Inclusivity:** Diversity is everyone's responsibility
- **Tailored for our Culture:** Tied to educational and departmental goals
- **Scalability:** Address underlying processes, do not just add programs
- **Deliberateness:** Developed for the long-term
- **Action:** Measure what people can manage to do
- **Programmatic:** Similar to our approach to promoting student advancement

The diversity plan is reviewed every two years to ensure that the goals and strategic elements are consistent with the overall mission of the University. The current plan runs through 2020 and will be re-evaluated in the 3rd quarter of 2020 to examine what(if any) changes will be required for the next plan roll out.

ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

## UMUC Mission Statement

University of Maryland University College (UMUC) is committed to reflecting the diversity of the global community in which its students, faculty, and staff live. As an institution committed to academic excellence, UMUC celebrates racial, social, cultural, and intellectual diversity, welcoming people from all backgrounds and cultures, while also supporting divergent ideas and opinions. Diversity is one of UMUC's core values, a set of principles designed to guide institutional and individual professional behaviors, and is an integral part of the teaching and learning success of the university. It is the variety in the perspectives, beliefs, and experiences of all members of the UMUC community that helps make the university a world leader in distance learning in higher education.

UMUC advances the appreciation of diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives



### **Recruiting and Retention**

- New Hire Communications and Briefings by the Chief Diversity Officer
- Search Process Review and Diversity Integration
- Search Committee - Diversity Training and Considerations
- Accessibility Accommodations and ADA Compliance Planning
- Under-Represented Faculty Talent Acquisition

### **Training and Development**

- E-Learning and Online Diversity Modules
- Identity-Based Training
- EEO and Sexual Harassment Training
- Diversity Competency Management
- Networking and Team-Building Activities

### **Communications**

- UMUC Movie Club - REELTALK
- Diversity Brown Bag Discussions
- Diversity Awareness Programs
- External Outreach and Strategic Partnerships
- Focused Group Discussions and Diversity Dialogues
- Diversity Poster Series

### **Culture and Climate**

- Diversity Speaker Series and Panel Discussions
- UMUC Outreach and Athletics
- Diversity Councils/Employee Resource Groups

- Core Values and Diversity Competencies
- Cultural Celebrations and Recognitions
- Awards and Recognitions

iii. A description of how the institution plans to enhance cultural diversity(if improvement is needed)

UMUC will advance the appreciation of cultural diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives

iv. A process for reporting campus based hate crimes

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the Response Emergency Assessment Crisis Team (REACT). The REACT Team is a 24 hour/7 days a week hotline that includes individuals from Diversity and Equity, Legal Affairs, Security, and Human Resources. All threats, concerns, or issues that constitute a threat to an individual or that would constitute a crime based on a protected category are investigated through this network. Further, we have established Memorandums of Understanding (MOUs) with local law enforcement agencies to ensure that any crimes can be reported and responded to quickly by both internal security and external police forces.

v. A summary of resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body

The current allotted budget for the Diversity and Equity Office is sufficient to implement the diversity strategic plan. Additional support for Outreach and Athletics activities is provided through an endowed fund that members of the UMUC Community can contribute to on an annual basis.

Appendix  
Demographic Data Tables

<b>TABLE 3a: Comparison Table for Undergraduate Students</b>																
	<b>Baseline: 2008-2009</b>				<b>2010-2011</b>				<b>2016-2017</b>				<b>2017-2018</b>			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
<b>African American/Black</b>	6625	29.7	2260	4365	8286	32.3	3124	5162	11403	25.8	5682	5721	12046	26.4	5913	6133
<b>American Indian or Alaska Native</b>	145	0.6	58	87	144	.6	62	82	220	0.5	124	96	219	0.5	113	106
<b>Asian</b>	991	4.4	499	492	1159	4.5	618	541	2434	5.5	1366	1068	2498	5.5	1375	1123
<b>Hispanic/Latino</b>	1237	5.5	575	662	1847	7.2	865	982	5758	13.0	3358	2400	6024	13.2	3459	2565
<b>White</b>	9157	41.0	4474	4683	10550	41.1	5317	5233	18193	41.1	11083	7110	18457	40.5	11199	7258
<b>Native American or other Pacific Islander</b>					56	.2	19	37	392	0.9	215	177	401	0.9	223	178
<b>Two or more races</b>					338	1.3	152	186	1973	4.5	1026	947	2160	4.7	1129	1031
<b>Did not self identify</b>	4153	18.6	1750	2403	3306	12.9	1385	1921	3846	8.7	2022	1824	3799	8.3	2000	1799
<b>Total</b>	22308	100	9616	12692	25686	100	11542	14144	44219	100	24876	19343	45604	100	25411	20193

**TABLE 3b: Comparison Table for Graduate Students**

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
<b>African American/Black</b>	4250	35.8	1439	2811	5622	40.5	2078	3544	5225	39.3	2098	3127	5544	40.2	2233	3311
<b>American Indian or Alaska Native</b>	53	0.4	23	30	52	.4	25	27	46	0.3	17	29	47	0.3	21	26
<b>Asian</b>	800	6.7	400	400	945	6.8	513	432	917	6.9	466	451	966	7.0	501	465
<b>Hispanic/Latino</b>	502	4.2	252	250	682	4.9	331	351	968	7.3	493	475	1018	7.4	473	545
<b>White</b>	4134	34.8	2215	1919	4804	34.6	2517	2287	4455	33.5	2403	2052	4440	32.2	2399	2041
<b>Native American or other Pacific Islander</b>					23	.2	13	10	34	0.3	16	18	44	0.3	19	25
<b>Two or more races</b>					140	1.0	57	83	442	3.3	181	261	477	3.5	199	278
<b>Did not self identify</b>	2125	17.9	912	1213	1623	11.7	625	998	1223	9.2	525	698	1239	9.0	555	684
<b>Total</b>	11864	100.	5241	6623	13891	100	6159	7732	13310	100.0%	6199	7111	13775	100.0%	6400	7375

**TABLE 4: Comparison Table for Faculty**

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
<b>African American/Black</b>	137	7.8	80	57	155	7	84	71	583	16.6%	294	289	625	16.9%	304	321
<b>American Indian or Alaska Native</b>	14	0.8	10	4	13	1	10	3	23	0.7	15	8	49	1.3	29	20
<b>Asian</b>	68	3.9	55	13	67	3	57	10	287	8.2	170	117	299	8.1	171	128
<b>Hispanic/Latino</b>	23	1.3	12	11	26	1	15	11	134	3.8	75	59	78	2.1	51	27
<b>White</b>	794	45.2	480	314	823	39	475	348	2286	65.2	1262	1024	2485	67.3	1362	1123
<b>Native American or other Pacific Islander</b>									3	0.1	3		5	0.1	4	1
<b>Two or more races</b>									33	0.9	17	16	3	0.1	1	2
<b>Did not self identify</b>	720	41.0	404	316	1043	49	578	465	155	4.4	79	76	147	4.0	74	73
<b>Total</b>	1756	100	1041	715	2127	100	1279	908	3504	100.0	1915	1589	3691	100	1996	1695

**TABLE 5: Comparison Table for Staff**

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
<b>African American/Black</b>	241	26.5	58	183	266	27	62	204	389	26.7	113	276	333	26.1	92	241
<b>American Indian or Alaska Native</b>	2	0.2	2		3	0	2	1	5	0.3	2	3	14	1.1	3	11
<b>Asian</b>	67	7.4	24	43	60	6	15	45	96	6.6	27	69	81	6.3	18	63
<b>Hispanic/Latino</b>	23	2.5	10	13	28	3	8	20	77	5.3	33	44	50	3.9	18	32
<b>White</b>	349	38.4	121	228	398	40	142	256	586	40.2	215	371	587	45.9	209	378
<b>Native American or other Pacific Islander</b>					1	0	0	1	6	0.4	4	2	8	0.6	4	4
<b>Two or more races</b>					2	0	0	2	44	3.0	19	25	3	0.2	1	2
<b>Did not self identify</b>	228	25.1	82	146	227	23	83	144	256	17.5	87	169	202	15.8	71	131
<b>Total</b>	910	100	297	613	985		312	673	1459	100	500	959	1278	100	416	862





**Morgan State University  
Cultural Diversity Report**

**2018**

Submitted to:  
Maryland Higher Education Commission

## INTRODUCTION

By action of the 2017 Maryland Legislature, Morgan State University has been designated as *Maryland's Preeminent Public Urban Research 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 611,648. Demographics for Baltimore City include the following: 63% of the residents are African American; 27.7% are White; 4.8% are Hispanic, 2.5% are Asian, 2.3% are two or more races, 0.3% are Native American and 0.1% are Native Hawaiian. For 150 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, measurements/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"> <li>• Institutional Research</li> <li>• Admissions</li> <li>• Registrar’s Office</li> <li>• Deans</li> <li>• Office of Student Disability Support Services</li> <li>• Dept. &amp; Program Offices</li> <li>• Graduate School</li> </ul>
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"> <li>• Institutional Research</li> <li>• Human Resources</li> <li>• Dept. &amp; Program Offices</li> <li>• Academic Affairs-Faculty Affairs, Faculty Development</li> <li>• Diversity &amp; EEO Office</li> </ul>
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"> <li>• Academic Affairs</li> <li>• College of Liberal Arts</li> <li>• Office of Assessment</li> <li>• Int’l Student/Faculty Services</li> </ul>
Socio-economic	Economic Disadvantaged: Goal 6	Number of undergraduate students with family income above national mean	<ul style="list-style-type: none"> <li>• Institutional Research</li> <li>• Financial Aid Office</li> </ul>
Disability	Students with Disabilities: Goals 9-13	Professional development initiatives Workshops, Seminars Academic Support Lab Feedback Surveys	<ul style="list-style-type: none"> <li>• Student Disability Support Services</li> <li>• Center for Career Dev.</li> <li>• Office of Assessment</li> <li>• Facilities Management</li> </ul>
Community Engagement	Climate: Goals 22-25	Community Initiatives Feedback Surveys	<ul style="list-style-type: none"> <li>• Center for Global Studies</li> <li>• Int’l Student/Faculty Services</li> <li>• Division of Academic Affairs</li> <li>• President’s Office</li> <li>• Academic Outreach &amp; Engagement</li> </ul>

- The total number of undergraduate international students increased by 256% from 219 in AY 2010 to 780 in AY 2018 (Table A-1).
- The total number of graduate international students increased by 65% from 100 in AY 2010 to 165 in AY 2018 (Table A-2).
- The total number of Hispanic students enrolled at the undergraduate level increased more than 264% from 59 in AY 2010 to 215 in AY 2018 (Table A-1).
- The total number of Hispanic students enrolled at the graduate level increased 367% from 9 in AY 2010 to 42 in AY 2018 (Table A-2).
- The total number of White or Caucasian students enrolled at the graduate level increased 13% from 99 in AY 2010 to 112 in AY 2018 (Table A-2).

In comparison to AY 2011, the percent of students enrolled from urban districts declined by 7%. The university awarded 80 STEM bachelor's degrees to women at the undergraduate level in AY 2017-2018 which is a 21% increase from 66 in AY 2010-2011. The university awarded 180 STEM bachelor's degrees to underrepresented minority students in AY 2018 which is a 62% increase from 111 in AY 2011. The total STEM bachelor's degrees awarded at the university increased by 63% in AY 2018 (274) from 168 in AY 2011.

At the state level for AY 2017, the most recent data available, Morgan is 1<sup>st</sup> in the number of bachelor's degrees awarded to African Americans in engineering, architecture, journalism, family and consumer science, philosophy and religious studies, social work and sociology; 1<sup>st</sup> among all campuses in the number of master degrees awarded to African-Americans in architecture; 1<sup>st</sup> among all campuses in the number of doctorates awarded to African Americans; and 3<sup>rd</sup> among campuses in the number of bachelor's degrees awarded to African Americans (IPEDS Completions Data 2016-2017 Preliminary).

At the national level, Morgan is ranked 2<sup>nd</sup> in architecture; 4<sup>th</sup> in engineering; 8<sup>th</sup> in communication and journalism and 15<sup>th</sup> in education in bachelor's degrees awarded to African Americans. Morgan is ranked 11<sup>th</sup> in architecture and 22<sup>nd</sup> in engineering in masters degrees awarded to African Americans. At the doctoral level Morgan is ranked 12<sup>th</sup> in engineering, 16<sup>th</sup> in education and 19<sup>th</sup> in total number of doctoral degrees awarded to African Americans (Diverse Top 100 Producers 2015-2016).

Morgan State University remains committed to recruiting and retaining a diverse student body and workforce. However, resources (e.g. human and fiscal) continue to be 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.

### ADULT AND NON-TRADITIONAL STUDENTS

Consistent with its strategic plan goals to diversify its student body, the University has invested heavily in new online degree programs to attract non-traditional students. Currently, Morgan awards ten (10) online degree programs. The degree programs are as follows: 1) Applied Liberal Studies (BS); 2+2 Electrical Engineering (BSEE); 3) Registered Nurse to Bachelor of Nursing to Master of Public Health (RN to BSN)

to MPH); 4) Business Administration (MBA); 5) Community College Administration, Instruction and Student Development (M.Ed); 6) Social Work (MSW); 7) Public Health (MPH); 8) Project Management (MSPM); 9) Electrical Engineering (MSEE); and 10) Community College Leadership (Ed.D). Morgan also offers five (5) post-baccalaureate online certificate (PBC) programs in the following areas: Advanced Study in Project Management; Advanced National Security; Urban Sustainable Communities; Urban Journalism, and Psychometrics.

### ***Quality Matters (QM) and Maryland Online (MOL)***

In 2016, Morgan executed an annual automatically renewing Quality Matters Higher Education Program Subscription Agreement that provides for services, software, tools, publications, and training materials to faculty for developing and offering online courses. Specifically, faculty who want to create online or hybrid course and teach online courses must take two courses: Quality Matters Designing Your Online/Hybrid Course or Applying the QM Rubric; and MSU Teach Online (which is linked to Morgan's Blackboard Learning Management System, Blackboard templates, and other Morgan Online Tools). Faculty course developers receive 5 weeks of training including 2 weeks of QM course development and 3 weeks of MSU Teach Online. Since 2010, a total of 222 faculty have been trained through the QM rubric and quality standard.

The increase in the number of faculty trained to develop online courses and to teach online is largely responsible for the dramatic increase in student enrollment in online and hybrid courses over the past decade. Although faculty were being trained to develop and offer online courses even prior to academic year 2008 – 2009, Morgan Online was not officially constituted as an office within the Division of Academic Outreach and Engagement until January of 2014. The impact of Morgan Online, Maryland Online, and Quality Matters is reflected in the surge in student enrollment in online courses since the 2013-2014 academic year where enrollment increased from 176 students in hybrid courses and 1,807 students in online courses during the 2013-2014 academic year to 545 students in hybrid courses and 5,680 students in online courses during the 2017-2018 academic year.

In February 2017, Converge Consulting (<https://convergeconsulting.org/>) was contracted to develop multiple digital advertising strategies for the following programs: 1) Morgan Online; 2) Applied Liberal Studies; 3) Community College Leadership; 4) Community College Administration, Instruction and Student Development; 5) Project Management; 6) Public Health; 7) MBA; 8) Social Work; and 9) Urban Sustainable Communities. Converge conducted a series of on-campus meetings with each of the aforementioned online programs to develop advertising strategies, target audience personas, messaging matrices, and media plans. In March 2018, Morgan Online, the School of Business, and Converge Consulting launched the marketing campaigns for the online Masters of Business Administration, Masters of Project Management and Project Management Certificate programs.

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 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 2017-2018 academic year, scholarships were awarded to 28 Osher Scholars, 22 females and six males. Since the inception of the program, scholarships have been awarded to adult students across disciplines in the eight schools and the James H. Gilliam, Jr. College of Liberal Arts. Eighty-five non-traditional adult students have graduated from Morgan State University.

Funded by the Crankstart Foundation, the ***Crankstart Reentry Scholarship Program*** provides scholarships to adult, non-traditional students, between the ages of 25-50 to return to the University after a gap of 5 years or more to complete a bachelor's degree. In 2017, the University was awarded an additional \$200,000 from the Crankstart Foundation. The program has provided a total of 20 scholarships to adult, non-traditional students. Twelve females and eight males received Crankstart Reentry Scholarships for the 2017- 2018 academic year.

The ***Improved Opportunities for Parents (IOP) Program*** provides funding to help adult individuals, especially student-parents, obtain a bachelor's degree. Twenty student-parents, 13 females and seven males, received IOP funds during the 2017- 2018 academic year with five graduating from Morgan State University.

#### 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) hiring a diversity admissions officer; 2) open house in fall and spring semesters to engage parents, diverse students, and schools in the recruitment process; 3) campus tours to invite diverse students from different geographic areas to experience campus life; 4) overnight programs that target underrepresented and international students; and 5) enhance monitoring and review of applications from underrepresented students. Examples of targeted programs that address underrepresented student recruitment, retention, and graduation are outlined below.

#### **Summer Bridge Programs**

Morgan offers several summer bridge programs designed to increase student academic success and retention. For example, 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.

#### **International Diversity at Morgan**

The Division of International Affairs in addition to several University initiatives 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 40 international relationships with institutions of higher learning in countries that include: Brazil, Botswana, Cameroon, China, Cuba, Ethiopia, Ghana, Haiti, India, Jamaica, Mexico, Nigeria, South Africa, United Arab Emirates and Zambia.

Our current international student population accounts for approximately 945 students from over 60 countries, of which 80% hail from Nigeria, Saudi Arabia and Kuwait. As such, the Division of International Affairs is actively seeking to grow our relationships with East and Sub-Saharan Africa, China and South East Asian nations throughout 2018-2024.

Among the programs in the Division of International Affairs that support international diversity at Morgan are:

- The Center for Global Studies and International Education
- The Office of Study Abroad & Scholar Exchange
- HBCU-Brazil (Alliance) Program
- The Office of International Student and Faculty Services
- The Fulbright Program

The *Center for Global Studies and International Education (CGSIE)* is the institution's arm for facilitating the university-wide efforts to internationalize the curriculum across disciplines, in a fashion that is consistent with the President's vision of "*Growing the Future and Leading the World!*" To achieve this goal, CGSIE serves as a gateway to the globalization of the local and regional communities and their minority populations. As well, the Center works collaboratively with academic departments to enhance student and faculty development through workshops, study abroad, internships, exchanges and other relevant international education programs. This thought process incorporates into the Morgan rubric a basic tenet of the Center's efforts in assisting the College/Schools with the provision of an international focus to programs that nurture globally savvy and competent graduates.

***Our Commitment to Internationalization.*** Globalization requires that institutions of higher education graduate globally- competent citizens and professionals. Morgan State is committed to doing this by broadening the scope of student, faculty, and staff awareness of the world in which they live, through travel, experiential and service learning, and collaborative international research at home and abroad. In a post 9/11 world, and for national security reasons, this undertaking becomes even more urgent.

As an integral part of the university's goal of providing a holistic education to its students, the *Office of Study Abroad & Scholar Exchange* is charged with creating an enabling environment on campus for students to successfully engage in international experiential learning. In doing so, students have the opportunity to broaden the scope of their knowledge of other languages in particular and cultures in general. To date, over 415 students have participated in either a study/intern/volunteer and/or teach abroad program through one of our third-party affiliates or a faculty-led program.

Additionally, the Office supports the exchange of visiting scholars who participate in work-and study-based exchange visitor programs. This exchange of visitors promotes interchange, mutual enrichment, and linkages between research and educational institutions in U.S. and foreign countries. Particularly at Morgan, it helps to diversify our research interests and increase mutual understanding between populations of the United States and those of other countries through educational and cultural exchanges.

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.

***The Fulbright Program.*** Morgan State University has long been the Fulbright leader among historically Black colleges and universities. A total of 141 awards for Fulbright-related grants for study, research, and/or teaching in 44 different countries have been offered to 125 Morgan State University students/ graduates. As well, 72 awards to 41 countries have been offered to 51 Morgan State professors (47) or administrators (4). These awards are made through the Institute of International Education, the U.S Department of Education, and the Council for International Exchange. Fulbright Scholars from Morgan have often stressed not only the academic advantages of studying in a foreign milieu, but the personal and cultural rewards as well, the enlightenment gained from close contact with new languages and ways of life. The Director of the Fulbright Program is fully committed to ensure that Morgan students are successful in their international academic pursuits.

***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. The ESL Program is administered by the Division of International Affairs and consists of three interrelated components: language instruction, cultural immersion and educational field experiences.

### **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*** (OSSR) is to work in collaboration with the various schools, colleges, and academic support programs of the University to provide continuous, quality support for undergraduate students from matriculation to graduation with a focus on academic success and achievement. Through OSRR, the University continues to implement an effective student success model, one which includes a comprehensive early alert system, intrusive advising, ongoing tracking and monitoring of student cohorts, transparent and consistent note-taking, and specific programs and initiatives designed and delivered to increase student retention rates and promote degree completion. The work of the OSSR has helped to promote ten point increases in retention and graduation rates, from a 63% (2006 cohort) to a 73% (2015 cohort) retention rate in 2016 and from a 28% (2005 cohort) to a 38% (2011 cohort) graduation rate in 2017. The Fall 2017 retention rate is up an additional +2 points to 75.2% for the Fall 2016 cohort of freshmen, and the graduation rate for the 2012 cohort is 39%. The Office of Student Success and Retention also manages new student and parent orientation, placement testing, Starfish Retention Solutions' Early Alert and Connect systems, first-year advisement, financial literacy, alumni mentoring, and academic recovery among other programs and services.



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 remains 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, among 679 total faculty (full-time and part-time) at Morgan, 55% (376) are males and 45% (303) are females. African-Americans comprise 49% (329) of the faculty at Morgan. White faculty (97) and International faculty (97) each comprise 14% of the faculty at Morgan.

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.

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.

Through the *Office of Public Relations and Communications*, the University has expanded its advertisement efforts in order to reach a more diverse applicant pool. Advertisements are regularly placed in various publications such as the Professional Woman's Magazine, Hispanic Network, U.S. Veterans Magazine, Diverseability, and the Black EOE Journal.

### **III. Efforts to Create Positive Interactions and Cultural Awareness**

Morgan State University utilizes ongoing cultural training programs, curricular initiatives, and community partnerships to create positive interactions and cultural competence and awareness within the University community. Examples of the initiatives related to the aforementioned processes are the focus of this section.

## CURRICULAR INITIATIVES

The *Center for Excellence in Teaching and Learning* (CETL) at Morgan State University is a unit under the auspices of the Division of Academic Affairs, and was opened in May 2017. The overall goal of the Center is to enhance the quality of teaching through the delivery of innovative and socially inclusive, active learning environments that promote greater student retention and success. Over the summer, 14 faculty members from the College of Liberal Arts and 20 graduate teaching assistants participated in a 20-hour training institute on how to integrate active learning strategies into large enrollment courses they were assigned to teach in the Fall of 2017. Throughout the 2017-2018 academic year, 91 faculty and staff, as well as doctoral students attended 29 workshops at CETL. Three workshops—Culturally Responsive and Equitable Teaching: What Does This Mean and Can It Be Measured; Cross-Cultural Teaching Resources and Internationalization of HBCUs; and Creating Culturally Responsive and Equitable Learning Environments for Our International Students—specifically covered diversity and equity issues, and were attended by 22 faculty and staff. In addition, during the fall of 2017, the “Culturally Responsive and Equitable Teaching Survey (CRETS)” was sent to 829 international students on campus. CRETS assesses students’ perceptions of their professors in three areas—Teaching Practice, Cultural Engagement, and Equity.

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 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

As an accredited academic institution, MSU's *Center for Continuing and Professional Studies (CCPS)* offers *Continuing Education Units, Professional Development Hours (PDHs)*, and *non-credit courses* in order to meet the *workforce development and training* needs of a variety of individuals and organizations 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, Black Engineer of the Year Award (BEYA) STEM Global Competitiveness, and Grandparents and Caregiver training opportunities are provided for individuals seeking professional development. Several options are offered for course delivery, including face to face, blended and through specialized intensive institutes. Through a partnership with ed2go, anyone may enroll in online non-credit classes focused on workforce readiness, professional development and personal enrichment activities. 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.

Morgan State University is the premier source for individuals seeking academic and personal enrichment courses. A variety of *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.

#### UNIVERSITY-BASED OUTREACH INITIATIVES

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 is in the process of incorporating an online training program to ensure ongoing educational opportunities are available to the University community.

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 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 with a disability register with SDSS for reasonable accommodations. Through the provision of reasonable accommodations, it is the goal of SDSS to support the academic success of students with disabilities by continuously working to eliminate the physical, technical, and attitudinal barriers that can impede progression to graduation. Reasonable accommodations at the university include, but are not limited to; housing, dining, mobility, classroom and learning support services (i.e. note-takers, interpreters, technology, etc.), testing services for course examinations and quizzes and sign language and transcription services. To ensure access and implementation of reasonable accommodations, SDSS collaborates closely with various departments on campus such as Residence Life and Housing, Design and Construction, Records and Registration and more. Morgan has a large population of international students registered with SDSS, which serves to create collaboration between SDSS and the Office of International Students and Faculty Services. SDSS also provides outreach to

local high schools and participates in orientation events on-campus to share information on reasonable accommodations for students with disabilities. In addition, SDSS focuses on faculty and staff training both within individual departments and also with The Center for Excellence in Teaching and Learning. Collaboration efforts are made with all departments on campus as well as with faculty to ensure students with disabilities are supported.

### **Lesbian, Gay, Bisexual, Transgender, Queer, Ally (LGBTQA) Advisory Council**

The LGBTQA Advisory Council was established by the 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 continues to work on its 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. Through these efforts, the LGBTQA Advisory Council has made significant strides over the last year 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 and expression within the University community by providing trans-inclusive programs and services; assessing University policies and procedures to ensure specific attention to the development of trans –sensitive policies and procedures to support LGBTQ people.

Morgan State University also has a “*Safe Space*” program which offers strategies for preparing students, faculty, and staff to be effective allies to the LGBTQ community by placing a safe space symbol in a visible location in a person's office. This allows the LGBTQ community to identify those persons with whom they can talk without fear of repercussion.

### 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, but are not limited to, 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.
- During the third week of November every year, Morgan celebrates ***International Education Week (IEW)***. This campus wide celebration is an opportunity to celebrate the benefits of international education and exchange worldwide. Morgan State students, faculty, staff and

neighboring communities are encouraged to attend and to participate in the week of events. The theme for 2017 was “*Celebrating 150 Years of Cultural Diversity.*”

- The International Student Organizations, led by the Office of International Student and Faculty Services hosts 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.
- The Saudi Student Association and Office of International Student and Faculty Services hosted the ***Saudi Arabian Cultural Mission’s Graduation*** for 12 schools in the Maryland, DC and Virginia area. Approximately 1,700 Saudi guests visited the campus for this event.

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.

#### **IV. Other Central Diversity Initiatives**

In January 2018, the University administered its first ***Diversity Climate Survey*** designed to understand student and staff members’ experiences with diverse individuals and viewpoints. Initial analysis of the survey results have occurred. The results will be used to enhance and improve campus diversity efforts.

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; Intersarsity; 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**

	Baseline: AY-2010				AY-2015				AY-2016				AY-2017				AY-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	5761	92.9	2509	3252	5318	84.4	2324	2994	5236	82.9	2286	2950	4891	76.9	2109	2782	4955	76.9	2076	2879
American Indian or Alaska Native	12	0.2	4	8	17	0.3	4	13	16	0.3	6	10	10	0.2	4	6	8	0.1	3	5
Asian	46	0.7	25	21	70	1.1	40	30	40	0.6	27	13	58	0.9	41	17	56	0.9	38	18
Hispanic/Latino	59	1	20	39	208	3.3	92	116	226	3.6	91	135	220	3.5	89	131	215	3.3	87	128
White	102	1.6	49	53	127	2.0	69	58	114	1.8	54	60	120	1.9	70	50	123	1.9	66	57
Native Hawaiian or other Pacific Islander	0	0	0	0	6	0.1	4	2	5	0.1	3	2	5	0.1	4	1	4	0.1	4	0
Two or more races	0	0	0	0	222	3.5	88	134	215	3.4	93	122	190	3.0	81	109	203	3.2	82	121
International	219	3.5	122	97	303	4.8	205	98	416	6.6	338	78	724	11.4	622	102	780	12.1	656	124
Did not self-identify	0	0	0	0	31	0.5	13	18	51	0.8	28	23	144	2.3	69	75	96	1.5	41	55
<b>Total</b>	<b>6199</b>	<b>100</b>	<b>2729</b>	<b>3470</b>	<b>6302</b>	<b>100</b>	<b>2839</b>	<b>3463</b>	<b>6319</b>	<b>100</b>	<b>2926</b>	<b>3393</b>	<b>6362</b>	<b>100</b>	<b>3089</b>	<b>3273</b>	<b>6440</b>	<b>100</b>	<b>3053</b>	<b>3387</b>

**Morgan State University  
Cultural Diversity Report  
Appendix**

**Table A-2: Graduate Students Comparison**

	Baseline: AY-2010				AY-2015				AY-2016				AY-2017				AY-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	792	77.1	294	498	962	68.9	344	618	887	63.1	318	569	847	63.8	307	540	909	69.5	319	590
American Indian or Alaska Native	2	0.2	1	1	0	0.0	0	0	1	12.5	0	1	0	0.0	0	0	0	0.0	0	0
Asian	24	2.3	14	10	26	1.9	14	12	25	1.8	12	13	27	2.0	11	16	29	2.2	13	16
Hispanic/Latino	9	0.9	7	2	36	2.6	16	20	53	3.8	22	31	46	3.5	14	32	42	3.2	16	26
White	99	9.6	45	54	129	9.2	55	74	132	9.4	61	71	129	9.7	58	71	112	8.6	52	60
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	37	2.7	13	24	40	2.8	13	27	40	3.0	13	27	46	3.5	18	28
International	100	9.7	51	49	197	14.1	109	88	260	18.5	141	119	228	17.2	116	112	165	12.6	67	98
Did not self-identify	1	0.1	0	0	9	0.6	4	5	8	0.6	3	5	10	0.8	3	7	4	0.3	1	3
<b>Total</b>	<b>1027</b>	<b>100</b>	<b>412</b>	<b>615</b>	<b>1396</b>	<b>100.0</b>	<b>555</b>	<b>841</b>	<b>1406</b>	<b>100</b>	<b>570</b>	<b>836</b>	<b>1327</b>	<b>100</b>	<b>522</b>	<b>805</b>	<b>1307</b>	<b>100</b>	<b>486</b>	<b>821</b>

**Morgan State University  
Cultural Diversity Report  
Appendix**

**Table A-3: Faculty Comparison**

Table A-3: Faculty Comparison																				
	Baseline: AY-2010				AY-2015				AY-2016				AY-2017				AY-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	324	59.3	175	149	236	43.3	123	113	301	46.5	154	147	339	48.6	173	166	329	48.5	164	165
American Indian or Alaska Native	11	2	8	3	2	0.4	1	1	2	0.3	1	1	3	0.4	2	1	3	0.4	2	1
Asian	28	5.1	22	6	24	4.4	18	6	34	5.2	26	8	35	5.0	27	8	35	5.2	26	9
Hispanic/Latino	5	0.9	4	1	4	0.7	4	0	9	1.4	6	3	10	1.4	7	3	9	1.3	5	4
White	113	20.7	73	40	74	13.6	41	33	97	15.0	56	41	102	14.6	63	39	97	14.3	59	38
Native Hawaiian or other Pacific Islander	1	0.2	1	0	1	0.2	1	0	1	0.2	1	0	1	0.1	1	0	1	0.1	1	0
Two or more races	7	1.3	3	4	8	1.5	3	5	14	2.2	7	7	12	1.7	6	6	15	2.2	4	11
International	57	10.4	33	24	60	11.6	35	25	79	14.5	46	33	92	13.2	57	35	97	14.3	64	33
Did not self-identify	2	0.2	1	1	125	8.7	65	60	150	10.9	68	82	104	14.9	52	52	93	13.7	51	42
<b>Total</b>	<b>1096</b>	<b>100</b>	<b>533</b>	<b>563</b>	<b>1443</b>	<b>100</b>	<b>665</b>	<b>778</b>	<b>1373</b>	<b>100</b>	<b>618</b>	<b>755</b>	<b>698</b>	<b>100</b>	<b>388</b>	<b>310</b>	<b>679</b>	<b>100</b>	<b>376</b>	<b>303</b>



**Morgan State University  
Cultural Diversity Report  
Appendix**

**Table A-4: Staff Comparison**

Table A-4: Staff Comparison																				
	Baseline: AY-2010				AY-2015				AY-2016				AY-2017				AY-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	962	87.8	463	499	955	69.6	418	537	950	69.8	416	534	1051	70.5	469	582	1060	68.8	467	593
American Indian or Alaska Native	3	0.3	1	2	6	0.4	3	3	6	0.4	2	4	4	0.3	2	2	4	0.3	2	2
Asian	16	1.5	6	10	24	1.7	10	14	24	1.8	8	16	24	1.6	10	14	28	1.8	12	16
Hispanic/Latino	10	0.9	4	6	30	2.2	14	16	40	2.9	16	24	43	2.9	18	25	40	2.6	13	27
White	64	5.8	40	24	57	4.2	34	23	54	4.0	30	24	72	4.8	43	29	88	5.7	55	33
Native Hawaiian or other Pacific Islander	2	0.2	0	2	1	0.1	0	1	1	0.1	0	1	1	0.1	0	1	1	0.1	0	1
Two or more races	12	1.1	5	7	27	2	8	19	24	1.8	7	17	31	2.1	12	19	35	2.3	17	18
International	25	2.3	13	12	123	9	63	60	124	9.1	62	62	133	8.9	65	68	151	9.8	82	69
Did not self-identify	0	0	0	0	117	21.5	61	56	113	17.4	59	54	131	8.8	62	69	134	8.7	61	73
<b>Total</b>	<b>546</b>	<b>100</b>	<b>319</b>	<b>227</b>	<b>545</b>	<b>100</b>	<b>298</b>	<b>247</b>	<b>648</b>	<b>100</b>	<b>354</b>	<b>294</b>	<b>1490</b>	<b>100%</b>	<b>681</b>	<b>809</b>	<b>1541</b>	<b>100</b>	<b>709</b>	<b>832</b>

St. Mary's College of Maryland  
Cultural Diversity Report

2018

## Introduction

Diversity and inclusion at St. Mary's College of Maryland (SMCM) are a foundational tenet of the overall institutional mission. Our work is marked by our intention to "foster... a community dedicated to honesty, civility, and integrity" as stated in the SMCM mission statement and by an expanding office for Inclusion, Diversity and Equity (IDE). Thus, we are committed to a robust slate of activities intended to transform results in future efforts for program design, curriculum reform, alumni engagement, policy creation and general campus climate reform. Additionally, promoting and embracing cultural diversity and cultural competence among SMCM constituents is essential to the success of the institution as the nation's public honors college; hence, inclusion, diversity and equity are prominent themes that recur throughout the [2016-19 Strategic Plan](#).

The IDE Office is currently led on an interim basis by Dr. Ken Coopwood, Sr., a nationally recognized, four-time chief diversity officer (CDO) in higher education. Dr. Coopwood's expertise will be leveraged to further the vision of Dr. Tuajuanda C. Jordan, President of SMCM, to ensure continuity of current campus-wide training initiatives as well as to bring formal structure to the SMCM diversity administration functionality. Dr. Coopwood's efforts are expected to strengthen the foundation laid by the former Associate Vice President of Diversity and Inclusion (AVPDI) and to spearhead efforts to integrate diversity components into academic, community and student co-curricular activity.

Throughout 2017-2018, through the collaborative efforts of the AVPDI/CDO, members of the IDE workgroups, and various other campus members, SMCM continued to demonstrate its commitment to recruiting and retaining a diverse student and employee population, as evidenced by various policy reviews and additions, recruitment strategies, curricular offerings, co-curricular and professional development opportunities, and assessment efforts. The 2018-2019 academic year is expected to expound on these accomplishments and develop new inroads for non-traditional programmatic foci, faculty collaboration, student integration, and administration engagement.

Highlights of the 2017-2018 efforts are summarized in this report; links are provided for more detail.

### I. St. Mary's College of Maryland's Cultural Diversity Plan

SMCM's [2016-19 Strategic Plan](#) highlights its focus on serving a diverse student and employee population through infusing inclusion, diversity, and equity (IDE) into various aspects of SMCM. An abbreviated summary of IDE-related objectives in the plan follows:

- **Goal 1:** *Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community.* This will be partially accomplished through increasing diversity among the student body (Objective 1); diversifying course offerings related to wellness, diversity, leadership, and financial literacy (Objective 2); and enhancing the academic and social integration of students in the campus environment (Objective 3).
- **Goal 2:** *Engage students in a rigorous, experiential, flexible, and innovative academic environment that capitalizes on our unique geographical location.* This will be partially accomplished by promoting a community and academic environment that embodies the principles of diversity and inclusion on which we were founded (Objective 4). In so doing, the campus will inventory its learning

opportunities (via course offerings and workshop/training opportunities) for diversity-related content and pedagogical strategies as well as create a system for developing additional opportunities/offerings and a long-term plan for institution-wide IDE efforts.

- **Goal 3:** *Attract and retain a diverse staff and faculty who achieve excellence across the liberal arts in the teaching, scholarship, creative works, and practice of their disciplines.* Toward this end, SMCM will increase its efforts to recruit/hire a diverse employee population (Objective 1) along with expanding efforts to create an inclusive environment that values and optimizes the strengths of a diverse workplace while supporting employees' professional excellence, personal well-being, and ability to thrive on campus (Objective 2).
- **Goal 4:** *Graduate prepared, responsible, and thoughtful global citizens.* To accomplish this, SMCM will promote inclusion, diversity, and equity (via increased IDE initiatives and professional development opportunities) to engage students in (and assist employees in working with each other and students while) challenging and abating injustice consistent with the St. Mary's Way (Objectives 3 and 4).
- Increase the four-year graduation rate for underrepresented (racial/ethnic minority and first-generation college) students. Note: Although this objective is not explicitly listed in the Strategic Plan, SMCM is committed to supporting efforts aimed at enhancing retention and graduation rates of these student populations.

## **II. Recruitment and Retention of a Diverse Student Body, Faculty, and Staff**

As documented in SMCM'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, SMCM has established a strong record of high retention and graduation rates for historically underrepresented students [among Maryland's public colleges and universities](#). Guiding these successes are SMCM's current strategic goals for recruitment of underrepresented minorities (25% of the entering class), out-of-state students (10%), first-generation students (20%), and students who receive Pell Grants (20%). Recent performance on these goals and related recruitment strategies can be found in SMCM's [MFR and PAR documents](#) and are briefly summarized below.

As important as it is to attend to the diversity of our student body, SMCM is equally committed to having a diverse employee population (faculty and staff). Hence, SMCM has set a goal, published in the MFR and PAR, to strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. After having met and exceeded the previous faculty goal of 15% of full-time faculty belonging to minority groups, this goal was revised in 2016 to be even more aspirational and closer to the student target. The current goals are for 20% of total full-time faculty and 28% of total full-time staff to be from minority groups, and for 30% of all new hires to be from minority groups. Strategies and progress toward accomplishing these goals can be found in SMCM's [MFR and PAR documents](#) and are briefly summarized below.

## A. Recruitment and retention of a diverse student body

St. Mary's College's mission to promote access to underrepresented students includes recruiting and retaining students from all racial and ethnic groups as well as being sensitive to the needs of first-generation college students and those from diverse socio-economic circumstances. Toward that end, in 2017-2018, several campus offices engaged in multiple efforts in the areas of outreach, financial aid, marketing, and external partnerships.

Outreach efforts in the [Office of Admissions](#) included a continued presence at a wide variety of college fairs and workshops, including several organized by or for underrepresented or first-generation students; providing transportation to underrepresented students to visit campus; and continuing to collaborate with SMCM's [DeSousa-Brent Scholars Program](#) to identify, recruit and enroll underrepresented students who are a good fit for SMCM. [The Office of Alumni Relations](#) hosted gatherings with alumni and President Jordan to address ways alumni can assist in recruitment and mentoring of prospective and current underrepresented students. [New scholarships](#) were established for students from underrepresented groups, and fee waivers were instituted for [first-generation applicants](#).

In Fall 2017, President Jordan established the [First-Generation Student Initiative](#), a program enabling students who are the first in their families to attend college (like President Jordan) to be part of an on-campus support network including other first-generation students and faculty. This year, the web services team worked to improve the entire [SMCM website](#) and print admissions materials, to showcase our diverse community to help prospective students see themselves here. The new home page also gave prominence to the [IDE section](#) to help prospective students/faculty/staff find our services, and improved the site's accessibility for disabled individuals. In addition, the Office of Marketing [widely publicized](#) many events, programs and faculty, staff and student accomplishments highlighting diversity of experiences and backgrounds, resulting in recognition as one of the [Top Colleges Doing the Most for the American Dream](#), [Top 25 Hidden Gems for Women in STEM](#), and other accolades.

SMCM also worked to maintain external partnerships, and seek new ones, to aid in supporting students from all backgrounds. In April 2018, [SMCM joined the American Talent Initiative](#), a [consortium](#) of colleges which are committed to the collective goal of enrolling 50,000 additional talented, low- and moderate-income students at colleges and universities with strong graduation rates by 2025. SMCM also established a new relationship with [Human Capital Research Corporation](#) to develop and implement financial aid modeling, and continued partnerships with the [CollegeBound Foundation](#) and [Strive for College](#) to support the recruitment of students from Baltimore City and first-generation students, respectively.

SMCM continues to offer several academic programs supporting and enriching the education of underrepresented students, including the [DeSousa-Brent Scholars Program](#), [STEM Emerging Scholars Programs](#), and the [STEM Navigators Scholarship Program](#). Faculty and staff, in collaboration with the [Office of Student Support Services](#), also continue to utilize the Beacon Student Success program to coordinate communication among all faculty and staff who are involved in each student's academic and co-curricular pursuits. The Office of Student Support Services has also worked to provide outreach to all students regarding [ADA guidelines and academic accommodations](#), and has established programs and services to support additional populations including neurodiverse and gender non-conforming students.

[Last year](#), SMCM recruited a first-year class for Fall 2017 that exceeded the target for the percentage of minority students for the fifth year in a row (see Table 1 below). The Fall 2017 entering class also included 25% first-generation college students and 20% Pell recipients, exceeding and meeting the targets for these populations, respectively. Preliminary estimates indicate that we will once again meet the target for minority students, first-generation students, and Pell recipients for the Fall 2018 entering class. Progress on metrics of retention and graduation, for all students and for underrepresented students, is detailed and discussed in SMCM’s [MFR and PAR documents](#).

**Table 1. Characteristics of entering students, Fall 2012 to Fall 2017**

	FA12	FA13	FA14	FA15	FA16	FA17
Entering first year class who are minorities (Goal: 25%)	17%	27%	33%	27%	31%	27%
Entering first year class from first-generation households (Goal: 20%)	15%	19%	19%	19%	18%	25%
Entering first year class receiving Pell Grants (Goal: 20%)	12%	23%	18%	21%	19%	20%

**B. Recruitment and retention of a diverse faculty and staff**

Several strategies continued to be implemented in 2017-2018 to work toward attracting and retaining a diverse faculty and staff, which is also a prominent aspect of the [Strategic Plan](#).

SMCM expanded its external recruitment venues (web sites, trade publications, consortiums, etc.) to improve efforts to attract applications from women and underrepresented professionals. In particular, the Provost provided faculty search committees with a list of the top 20 U.S. doctoral programs (by discipline) with diverse graduates, and chairs were required to send faculty position postings directly to these institutions. The Office of Human Resources updated the Affirmative Action Plan and continued to utilize the plan to guide recruitment and hiring practices, and to inform external partners of the institution’s intent to diversify. In addition, hiring processes were improved by updating search committee briefings and auditing the utilization of SMCM’s talent management platform, Interfolio. Updates and progress on all efforts were shared with the President and the Executive Committee.

All new faculty and staff participate in orientation and other essential onboarding processes, which are tailored to the particular needs of the faculty and staff involved. SMCM’s Staff Senate continues to fine-tune its recently instituted mentoring program for staff, including examining ways to infuse diversity-focused efforts geared towards further supporting the success of staff at SMCM. New faculty seminars and faculty mentoring programs begin at the start of the academic year and extend throughout the first and second years. All faculty mentors receive [introductory welcome notes](#) specifying the specific benefits of the cohort model for supporting and retaining underrepresented groups within the faculty, and prompting them to be mindful of the additional stressors placed on women and underrepresented groups as new faculty navigate their first year in the position.

These strategies have been successful in moving the institution toward a more diverse faculty and staff. For example, the proportion of full-time (non-faculty) staff who are members of a minority group (individuals identifying as Hispanic/Latinx, Black/African-American, Asian, Native American/Alaskan, or Native Hawaiian/Pacific Islander) increased from 24% in 2016-17 to 27% in 2017-18 (see Table 2 below). Notably, in Fall 2017, 43% (6 of 14) of newly hired tenure-track faculty members were members of minority groups, an impressive increase from the three previous years (see Table 2 below). This still represents an ongoing challenge for SMCM however, as none of the six incoming tenure-track faculty in Fall 2018 have minority status. On a positive side, retention of underrepresented faculty members has been strong in recent years; since 2009, 90% (9/10) of minority faculty members were retained through the third-year review milestone, and 86% (6 of 7) earned tenure after the sixth year.

**Table 2. Percent Minority Full-time Faculty and Staff, Fall 2012 through Fall 2017**

	FA12	FA13	FA14	FA15	FA16	FA17
Percent minority of all full-time tenured or tenure-track faculty (Goal: 20%)	14%	17%	17%	18%	16%	17%
Percent minority of all NEW full-time tenure-track faculty (Goal: 30%)	20%	30%	0%	0%	8%	43%
Percent minority of all full-time (non-faculty) staff (Goal: 28%)	25%	24%	23%	24%	24%	27%

### **III. Efforts to Promote Positive Interactions and Cultural Awareness**

St. Mary’s College is committed to providing learning opportunities (in and outside the classroom) that enhance each member’s ability to positively interact with diverse individuals while creating a strong sense of community in which all members thrive and are successful. This commitment is evident in diversity-focused professional development of employees, campus-wide diversity trainings, curricular offerings, and social support for underrepresented groups, all of which enable campus members to meaningfully contribute to an educational and work environment that embraces IDE.

Most notably, the two-stage, campus-wide [diversity training program](#) begun in Summer 2017 was fully implemented among faculty, staff, and students in the 2017-18 academic year. The program included an online training module (DiversityEDU) paired with highly interactive in-person group sessions to discuss ways to apply the module’s contents. The combined program captures three key aspects of social justice/change: awareness raising, knowledge acquisition, and skill development/application. High numbers of faculty, staff, and students participated in the widely publicized two-step training; for example, 76% of all employees (374 of 489) and 94% of new students (405 of 429) completed both the online DiversityEDU module and an in-person group session. This diversity training program is currently undergoing revision to expand the diversity of its instruction, as well as to target behaviors associated with key concepts contained in the online experience. In addition, assessment tools will be created to identify the degree to which participants associate specific behaviors to program concepts. This assessment will be used to refine the overall training experience and target areas for growth in general campus response to bias, hate, and anti-diversity activity.

Looking forward, training and professional opportunities will continue for faculty and staff, as well as new approaches to cultural training for students, addressing areas such as intersectionality, intergroup

relations, and connections between behaviors and the college mission. These efforts will be collaborations between the Office of Diversity, Inclusion, and Equity; the Division of Student Affairs; and the Office of Human Resources.

### **A. Cultural Training Programs for Faculty and Staff**

In addition to the two-stage campus-wide diversity training program described above, multiple internal and external training opportunities were available for faculty and staff. These trainings included opportunities for campus members to increase their knowledge and skills in working with multicultural, underrepresented and underserved students (e.g., students of color, LGBTQIA, neurodiverse, varying physical and psychological functioning, etc.) as well as ways to address sexual assault issues. These efforts were spearheaded by staff in the [Wellness Center](#), the [Office of Student Support Services](#), and the Title IX Coordinator. In addition, the Office of Human Resources collaborated with the Office of Student Support Services to draft a Disability Accommodations Policy for students and employees, and with the Title IX Coordinator to establish a single, consistent sexual misconduct policy applicable to faculty, staff, and students.

### **B. Curricular Initiatives Promoting Diversity in the Classroom**

SMCM'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.

Two new initiatives begun in 2016-17, examples of SMCM's efforts to promote diversity in curricular environments, were continued in the 2017-18 year. First, the Teaching and Learning Workgroup developed a plan for a new [Center for Inclusive Teaching and Learning](#), designed to provide professional development opportunities for faculty and staff to employ high impact classroom practices with a diverse student population (e.g., neurodiverse/neurodivergent students, students from underrepresented groups). Second, the [Social Justice Workgroup](#) developed learning outcomes and proposed strategies needed to support a social justice requirement in the curriculum. The learning outcomes were piloted in certain sections of CORE 101 (First Year Seminar) in Fall 2017. These and other efforts help to ensure that the general campus climate remains in constant transformation and integration, both in theory and application.

### **C. Co-curricular Programming for Students**

In addition to the two-stage campus-wide diversity training program described above, multiple offices and departments offered trainings, workshops, programming, events, and services designed to support students from diverse populations, and to enhance campus members' capacity to integrate and



collaborate with diverse individuals. Diversity-related programming was offered by campus offices including the [Wellness Center](#) and the [Office of Student Support Services](#), and by numerous student groups and organizations including the Student Government Association, the Black Student Union, [LGBTQIA Student Services](#), Multicultural Advocacy and Partnership for Progress (MAPP), the Cultural Dance Club, and InterVarsity Christian Fellowship.

Many of SMCM's co-curricular efforts were and will continue to be derived from space-usage assessments. Structures with flexible venues will be targeted to host diverse events, activities, meetings, and informal gatherings. The objective is to expand on common spaces as places for increased integration, collaboration, and learning. Examples of this include renovation of the Lucille Clifton House (the primary hub for IDE programming), repurposing of the Multicultural Resource Room, and expanding menus of services for increased and diverse traffic flow.

#### **IV. Campus Statement of the Process for Reporting Hate-Based Crimes**

Hate crimes and bias-motivated incidents may be violations of SMCM's Student Code of Conduct or Employee Handbook as well as violations of law. SMCM 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 SMCM 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 SMCM 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, SMCM may also conduct its own investigation (e.g., allegations of violations of SMCM's Policy Against Sexual Misconduct or allegations of violations of the Code of Conduct or Employee Handbook). Where appropriate, SMCM 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. SMCM may also pursue a disciplinary action against a student or an employee of SMCM, 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, SMCM 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 the [Bias Incident Response web site](#) for more information regarding SMCM's Bias Response Team.

## **V. Conclusion**

St. Mary's College of Maryland remains committed to the pursuit of an inclusively diverse and equitable campus community, which aligns with the foundational concepts of tolerance that were set forth by the original Maryland colonists. Our mission is to ensure that underrepresented students have full access to the SMCM liberal arts experience, which includes supporting students with need-based financial aid, and SMCM is dedicated to exploring means to bridge the gaps in access. High retention and graduation rates are documented strengths of SMCM leading to recognition and support from the Governor and legislators. During the 2017 General Assembly session, SMCM worked with State policy makers to reset the state's funding formula for the College. The additional funding will augment resources required to enhance efforts intended to further boost recruitment and access as well as retention and graduation rates.

SMCM recognizes that promoting cultural diversity is essential to the mission of the institution and to its long-term sustainability, as detailed in the 2016-19 Strategic Plan. President Jordan is firmly committed to improving SMCM's ability to recruit, retain and enhance the success of a diverse student and employee population. Toward that end, SMCM has implemented new approaches and programs to recruit and retain underrepresented minority students, faculty, and staff, resulting in increased diversification in all three populations in recent years. SMCM will continue to explore ways to ensure inclusion and diversity are infused throughout all aspects of the academic, co-curricular, and occupational experiences for all campus members.

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*

**2018**

# About MICUA

THE MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION 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.

The State of Maryland has maintained a partnership with its independent colleges and universities for over 230 years, beginning with the charters granted to Washington College in 1782 and St. John's College in 1784. The first State operating grant for higher education was awarded to Washington College in 1782. For more than two centuries, the State has

provided line-item appropriations for operating expenses, land, academic buildings, residence halls, and equipment. Today, the primary State support for independent higher education is through the Joseph A. Sellinger Aid Program, which was established in 1973.

Today, a diverse and distinctive group of 13 State-aided institutions constitutes MICUA's membership. These public-purpose institutions offer students a broad spectrum of educational opportunities. Some common features stand out. From the smallest to the largest, Maryland's independent colleges and universities offer an education characterized by small classes and by close interaction between skilled faculty and motivated students.

Every MICUA institution offers quality undergraduate education to a diverse student body, and increasingly institutions are expanding programs of graduate and continuing study to meet ongoing needs for lifelong learning.



Tina Bjarekull  
*President*



Matthew Power  
*Vice President of Government Affairs*



Jennifer Frank  
*Vice President of Academic Affairs*

# *MICUA's Commitment to Diversity*

THE MARYLAND GENERAL ASSEMBLY passed legislation in 2008 that requires each independent institution that receives State Sellinger funds to report annually to MICUA on programs and practices that promote and 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. In consultation with its member institutions, MICUA developed a survey instrument for independent colleges and universities to report annually on its cultural diversity programs and practices. MICUA is charged with compiling the information received from its member institutions and submitting a report to the Maryland Higher Education Commission (MHEC).

FOR THE PAST TEN YEARS, MICUA has surveyed Maryland's independent colleges and universities to identify new and on-going programs and activities that promote cultural

understanding, build on impactful policies, and create a blueprint for success in creating inclusive campus communities. With information collected from these surveys, MICUA publishes its annual Cultural Diversity Report.

MICUA's *2018 Cultural Diversity Report* is a compilation of the results of its most recent survey. 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 to enhance the campus climate and support cultural competency. Many of the examples provided in the *Report* are ongoing, multi-year practices and programs that have proven effective. Other examples reflect new initiatives and emerging trends. The *Report* also highlights meetings, lectures, discussions, ad hoc events, and other activities held to promote learning about and continued discussions of race, gender, and equity.



*Mount St. Mary's University*

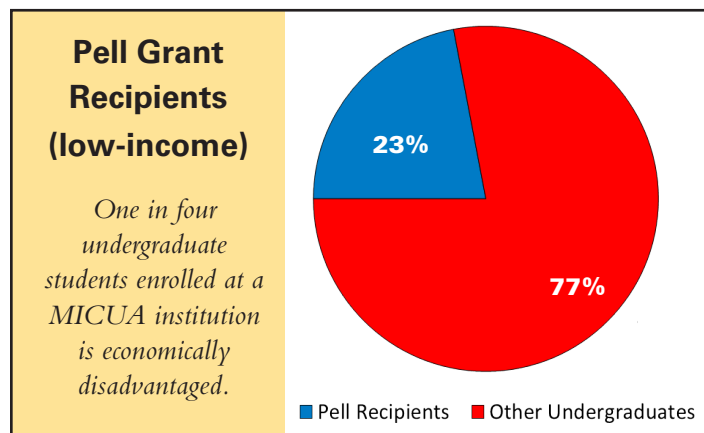
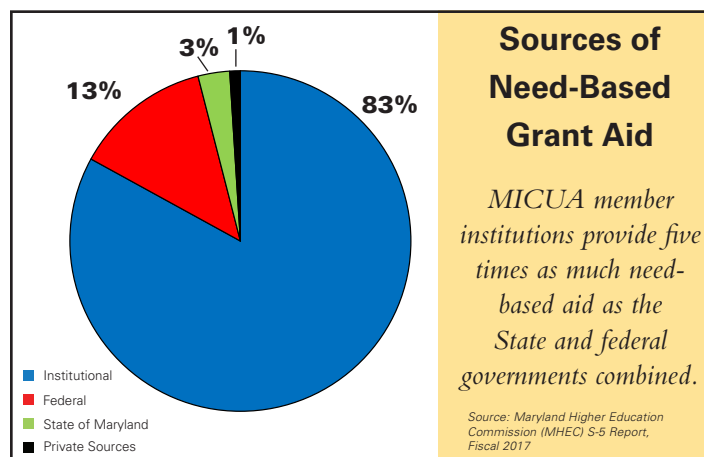
# Enrolling Diverse Students

MICUA MEMBER INSTITUTIONS SERVE 64,000 students every year. The student population is economically diverse, racially diverse, and demographically diverse in other ways, including adult learners and non-traditional students, students who speak English as a second language, students who are first to go to college in their families, and transfer students from community colleges.

While the overall tuition, or “sticker price,” of an independent college or university is often higher than that of a state college or university, private colleges work hard to meet the financial needs of their admitted students, often resulting

in lower “out of pocket” expenses for many families. Almost 90% of full-time undergraduate students at MICUA colleges and universities receive one or more types of financial aid to make their enrollments possible. Combining State and federal scholarship programs, low-interest loans, private scholarships, and on-campus employment gives most students with financial need the resources they need to enroll at their top choice institution.

The MICUA member institutions target financial aid to students with the greatest need. Last year, MICUA schools provided five times more need-based grant aid to their students than the State and federal governments combined. Attending a Maryland independent college or university is possible for students from all economic circumstances.



Washington College

# 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 2017 IPEDS enrollment data, 37 percent of undergraduate students enrolled at MICUA member institutions are students of color.

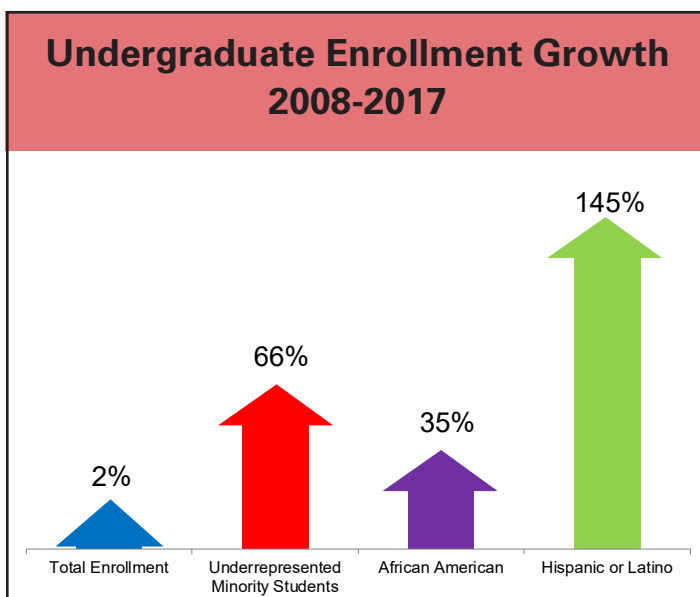
The fastest growing population at MICUA institutions is Hispanic students. Between 2008 and 2017, Hispanic undergraduate student enrollment increased by 145 percent,

while African American undergraduate student enrollment grew by 35 percent. In comparison, total undergraduate student enrollment grew by 2 percent at MICUA institutions.

Based on IPEDS graduation rates, half of the MICUA State-aided colleges and universities have eliminated the graduation gap between students of color and the general student population. Institutions also report race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 25 percent of full-time faculty members at MICUA institutions are minority.



St. John's College



Today, **one in three** undergraduates at a MICUA institution is a student of color.



# EXISTING PRACTICES & PROGRAMS

## *Mission Statements*

MICUA MEMBER INSTITUTIONS are committed to providing an inclusive community. The belief that diversity is essential to a quality education is affirmed in each mission statement.

Through the liberal arts, **Goucher College** “prepares students with a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking.” Goucher’s diversity statement pledges to “champion an inclusive community, embrace and respect different perspectives, and value diversity in all its forms and intersections, including ability, age, culture, ethnicity, gender identity and expression, nationality, race, religious and spiritual belief, sexual orientation, and socioeconomic status.”

**St. John’s College’s** diversity statement describes the aims of its education as 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. In this and other ways, a diversity of background and experience enriches our community of learning.”

**Stevenson University** is “an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference.” Stevenson “meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution” through a unique education that combine the liberal arts with personalized career planning.

The mission statement of **Washington College** reflects its commitment to challenge and inspire “emerging citizen leaders to discover lives of purpose and passion.” The College strives to be an unbiased haven for students, faculty, administrators, and staff to learn and exchange ideas through civil debate and the lively exchange of ideas.” The College believes “that such exchanges promote understanding that will grow beyond simple tolerance of difference to embracing and celebrating the richness of diversity.”



*McDaniel College*

# Strategic Plans & Goals



Loyola University Maryland

MICUA COLLEGES AND UNIVERSITIES RECOGNIZE diversity as a goal in their long-range strategic plans to create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities.

One of the three foundational pillars in **Hood College's** strategic plan is Strengthening the Hood Community, which focuses on promoting diversity, inclusivity, and integrity. This includes efforts to increase recruitment of international students at all levels; recruit more diverse board members, faculty, and staff; increase recruitment and strengthen support services for veteran and active military students and their families; and strengthen understanding and participation in shared governance by all constituents.

**Maryland Institute College of Art (MICA)** embarked on a multi-year process of institutional review and planning to advance the goals of Diversity, Equity, Inclusion, and Globalization as institutional building blocks. This year, the Presidential Task Force on Diversity, Equity, Inclusion, and Globalization (DEIG) released its final report along with a campus-wide work plan which guides the College's new mission, vision, and tenets statements that seek to align

institutional development and students' education with the institutional commitments in the DEIG Task Force report.

With each year, **Notre Dame of Maryland University (NDMU)** reaffirms its mission to offer all students a quality education. NDMU's new strategic goals, which guide this mission, state "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." A subgoal of the plan is to "provide students with opportunities to develop connectedness, empowerment in relationships, and respect for diversity."

**Washington Adventist University's** strategic plan creates "an atmosphere where persons of various faiths feel valued and respected." Strategies in the plan include the implementation of new initiatives for faculty, staff, and students to show the University's openness, welcoming spirit, and respect for diversity of faith. The plan's second strategy—Deeply Engage and Value People—outlines initiatives aimed specifically at diversity training including establishing a diversity team to create a comprehensive diversity program and providing diversity training for student leaders.

# Leadership to Foster Diversity

OFFICES OF DIVERSITY and multicultural affairs demonstrate MICUA members' commitment to enhancing cultural diversity. Many institutions have created councils, committees, and workgroups to complement this work alongside collaborative initiatives to foster inclusivity.



Stevenson University

In 2016, **Johns Hopkins University** established a new Office of Diversity and Inclusion to supplement the existing diversity initiatives led by the Office of Institutional Equity. In 2017, the University hired a Vice Provost and Chief Diversity Officer to enhance its diversity efforts. The Vice Provost is a member of the President's leadership cabinet; co-chair of the Diversity Leadership Council; and steward of the *Roadmap on Diversity and Inclusion*, a strategic plan focused on faculty, students, staff, climate, culture, and community. The Knowledge Share

Group, comprised of diversity officers and human resources practitioners across the University, was launched following the founding of the Office of Diversity and Inclusion.

**Loyola University Maryland** has adopted a multi-office approach to diversity, including ALANA Services, the Center for Community Service and Justice, Women's Center, and the Counseling Center. The University also established several leadership positions, such as the Associate Director of Student Life for Inclusion and Community Development and Associate Vice President for Faculty Affairs and Diversity. In addition, the University established a President's Council for Diversity, Equity, and Inclusion and plans to hire a senior leader to establish and implement a strategic plan around diversity.

**McDaniel College's** Office of Student Diversity provides leadership and direction for the College's diversity and inclusion efforts; offers underrepresented students academic and social guidance; supports and coordinates student groups that serve the needs of diverse student populations; and develops programs to promote diversity awareness and understanding within the campus community. The Office coordinates the Diversity Empowerment and Education Peers program, involving student leaders who raise awareness about diversity, promote inclusion, and empower their peers to be agents of social change. The Office also works with student leaders who coordinate the Edge Experience, a program that helps new students acclimate to McDaniel.

**Mount St. Mary's University's** Center for Student Diversity was established to further the University's efforts in fostering inclusion, collaboration, and relationship-building across campus. The Center provides academic, social, and transitional support in addition to programming, leadership training, and inclusive workshops for all students while encouraging participants to share their diverse backgrounds. The Center supports cultural organizations, conducts diversity awareness programs, assesses the needs and climate of diverse groups, and advocates on behalf of underrepresented students. The Center also assists with the implementation of Culturally Responsive Teaching and Learning workshops held monthly for the University's 100+ faculty members.

# Inclusion of Cultural Diversity in the Curriculum

CROSS-CULTURAL COMPONENTS are included in MICUA members' general education requirements, which students satisfy by taking courses in areas such as ethnic studies, foreign languages, diversity, and inclusion. Below are a few examples of courses and programs that promote diversity.

An assessment principle of **Capitol Technology University** states that, "Graduates will be able to demonstrate an understanding of different cultures and values." For example, the Business and Information Sciences Department integrates global and cultural diversity topics examined with case studies throughout the program. Textbooks are reviewed to ensure they include topical global and cultural diversity issues. The University's faculty is multicultural and well-traveled, which provides students firsthand resources for cultural diversity exploration, which supplements electives that focus on diversity such as African-American Literature.

In 2017, **Goucher College** adopted a new curriculum, which integrates a "Race, Power, and Perspectives" requirement for undergraduates. The first-year experience includes group discussions of race, power, and perspective; the sophomore or junior year requires students enroll in a course on these topics; and the senior year involves a reflection experience documented in the student's e-portfolio. Diversity-focused courses offered across programs include Women, Gender, and Sexuality Studies; Latin American Studies; Africana Studies; and Modern Languages, Literatures, and Culture.

**Maryland Institute College of Art (MICA)** incorporates cultural literacy in the general education requirements of the Liberal Arts and the Foundation/First Year Program. MICA has developed the following Institutional Learning Outcomes to ensure students value diversity, equity, inclusion, and global cultural awareness and understanding: 1) Navigate diverse, complex, and dynamic environments while embracing ambiguity and uncertainty; 2) Work effectively with diverse communities, locally and globally, through collaboration, empathy, curiosity and open-mindedness; and 3) Generate research that utilizes and communicates complex ideas across disciplines through critical engagement, writing, speaking, and making.

The "Development of a Global Perspective," is explored at **Notre Dame of Maryland University**, where graduation requirements include engaging in local community service and completing at least one gender studies and one cross-cultural studies course. Cultural literacy through service is infused throughout the educational experience beginning with the University's freshmen orientation course, which requires individual and group service. Each year, a "Common Read" is chosen and promoted to students based upon its ability to broaden and deepen an understanding and responsiveness to social problems, promote dialogue, and raise issues related to gender and global perspectives.



# Publications & 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.

**Johns Hopkins University's** undergraduate admissions publications and websites reflect the diverse student body and campus experience in all images and content. To connect with people from a variety of backgrounds and give an authentic picture of life on campus, publications, websites, and brochures show a range of students from different ethnic, racial, and cultural backgrounds, and a diverse array of academic interests and geographic locations. The University also has websites for the Women of Hopkins exhibit, which highlights the achievements of women within the University; the Indispensable Role of Blacks exhibit, which celebrates the work of African-American faculty, staff, and alumni; and various other diversity-focused offices.

Diversity and inclusion are explicit and guiding principles in **Loyola University Maryland's** print and electronic promotional materials, including its website, videos, advertisements, social media channels, *Loyola Magazine*, and admission material for undergraduate and graduate students. Recent social media campaigns highlighting diverse members of the campus community have included: The

Everyday Loyola Project, Strong Truths Well Lived Video, Stories in Solidarity, A Hound's Life Student Blog, #IServeBecause, and Graduating Greyhounds.

**Stevenson University's** commitment to diversity and multiculturalism is reflected in its print publications and official website through images of students of various ethnic, racial, and cultural backgrounds. The "Mustang 101" brochure, used for first-year and transfer student orientation and registration, reflects the diverse student population, programmatic offerings, and services available on campus that meet all students' needs and interests. SU TV is dedicated to providing student produced shows for the enjoyment of students, faculty, staff and anyone interested in the SU culture. Diverse community members are represented in the content produced by students and content available on SU TV's diversity tab.

**Washington Adventist University's** recruitment materials reflect the diverse make-up of the University community. Deliberate decisions are made when designing publications to accurately depict the rich campus diversity. The University's premier recruitment publication, the "View Book," promotes and features this diversity while highlighting all aspects of student life and experiences. The "View Book" also features the diversity of student clubs and organizations on campus such as the Black Student Union, Caribbean Student Society, Filipino American Student Association, and the Latino Student Union.



*Maryland Institute College of Art*

# Activities & Organizations

MICUA MEMBER INSTITUTIONS TAKE ACTIVE measures to create a welcoming environment for students in all areas of student life. Student organizations, activities, lectures, and campus events are an important part of these efforts to make students from all backgrounds feel welcome while exposing students to perspectives different from their own.

**Hood College's** Director of Diversity and Inclusion leads "Harmony at Hood" during fall orientation to teach students about the norms of the campus community, including language usage and anti-bullying. Administrators work with student organizations to sponsor heritage/history months with films, cultural programs, fashion and talent shows, trips, and musical performances. Foods and activities from multiple cultures are showcased each winter during Holidays Around the World, while The Diversity Block Party offers the same during the spring and summer. The year ends with a Diversity Leadership Recognition Ceremony for student leaders from underrepresented groups, including a donning of the Kente/Serape and Lavender graduation ceremony.

**McDaniel College** supports campus-wide cultural events involving many departments, organizations, offices, and student groups. In the past year, McDaniel hosted: A Discussion on Islam: Fact or Fiction; Black-Jew Dialogues; The Journey Home: A Speaker Series on Immigration; Overcoming the Pernicious Power of Privilege; Discussing Whiteness in an Era of Fragility and Defensiveness; The Journey Home: A Refugee Story; King's Dream; Holocaust Survivor Emanuel Mandel; Mark Tayac and Piscataway Nation Singers and Dancers; Acceptance and Bully Prevention; and a National Coming Out Day Panel. Workshops were also held on inclusive language, multicultural competence, and the Safe Zone Program, a network of safe and supportive allies to McDaniel's LGBTQ community.

**Mount St. Mary's University's** student organizations reflect the diversity of the campus, including the Black Student Union; Asian Culture Club; Caribbean Culture Club; Pan Africa, Allies, Peers and Education Advocates for Campus Equality (PEACE) Leaders; Student Organization of Latinos; and the VOICE. The University and student organizations offer numerous cultural activities throughout the year. During Hispanic Heritage Month, for example, programs included a



*Hood College*

Hispanic Heritage Month Festival, Hispanic Heritage Month Panel Discussion and DACA Informational, Celebration of Cuba, "Tres Vidas" Stage Play, and Viva la Noche Club Night. PEACE coordinates monthly Courageous Conversations, an intergroup dialogue series, to discuss and explore relevant issues ranging from World AIDS Day to Racial Justice.

**St. John's College** promotes campus organizations and activities which represent diverse populations and expose students to various backgrounds. St. John's supports student-led groups such as Pangaea, an international student club; the Pink Triangle Society, a LGBTQIT alliance; and the Chinese Teahouse, which meets to read Eastern authors. Students who are interested in community service can participate in Project Polity, in which they tutor at local elementary schools and the Stanton Community Center. In the past year, the College hosted "Harlem Nights," an event showcasing arts from the African-American community; Theater South's "I Have a Dream" performance on Martin Luther King, Jr. Day; and the Fannie Lou Hamer Awards, honoring women in Annapolis who advance civil and human rights.

# Recruitment, College Preparation, Intervention, & Community Outreach



*Notre Dame of Maryland University*

MICUA MEMBERS TAKE ACTION during each aspect of the application and admissions process to provide students from all backgrounds the opportunity to attend and succeed at an inclusive institution of higher education.

**Capitol Technology University** was a founding member of First Generation College Bound, whose mission is to empower youth from low to moderate income families to achieve social and economic success by providing guidance, encouragement, and support in obtaining a college degree. Capitol also maintains active ties with College Bound Foundation, which works in Baltimore City to encourage and enable students to pursue postsecondary education. Each year, Capitol holds a STEM career expo for high school juniors. The University provides bus transportation to provide these high school students with the opportunity to experience hands-on STEM experiments and learn about the

opportunities and successes they may achieve in the STEM fields. The University also offers a summer program free of charge for its most at-risk students, the Capitol Institute for Student Success (CISS). CISS provides developmental coursework in math and English for at-risk entering first-year students.

**Goucher College** offers the Goucher Video Application (GVA) as an option in the admissions process. Goucher was the first college in the nation to create an application option requesting student-submitted videos as the decisive factor for admission. The GVA represents an innovative step to demystify and de-stress the admissions process and create a more transparent application for students of all socioeconomic backgrounds. The GVA did, in fact, attract a more diverse population. Nearly 52 percent of students who applied through this method self-identified as minority.

The Undergraduate Admissions Office at **Johns Hopkins University** partners with at least 30 community-based organizations (CBO) around the country that help underrepresented student populations go to college through a combination of recruitment activities, campus visits for CBO administrators, and college counseling. There are several on-campus programs geared towards attracting diverse students to Johns Hopkins. HOME, or Hopkins Overnight Multicultural Experience, focuses on underrepresented prospective students by exposing them to the breadth of culturally-specific resources on campus. Similar programming for underrepresented admitted students occurs during Discovery Days and SOHOP (Spring Open House Overnight Program). A First Generation fly-in program brings a student and one parent/guardian to campus for a similar exposure to academic and co-curricular life at Johns Hopkins.

**Washington College** values diversity and has placed a targeted emphasis on enrolling culturally diverse students. The institution recruits across the globe, enrolling students from 35+ states and 40+ nations, including a substantial number of students from China and India. The College admissions team holistically reviews admission applications, offering test optional admission and seeking to enroll well-rounded students. In addition, 32 George's Brigade scholars are thriving at Washington College. George's Brigade seeks to work with high-performing students whose families would otherwise not have the resources to pay for a private liberal arts education. Brigade scholars have their full need met, including room and board, as well as comprehensive support programs designed to help them succeed from initial enrollment through graduation.



*Mount St. Mary's University*



*Johns Hopkins University*



# Improving Retention and Graduation Rates

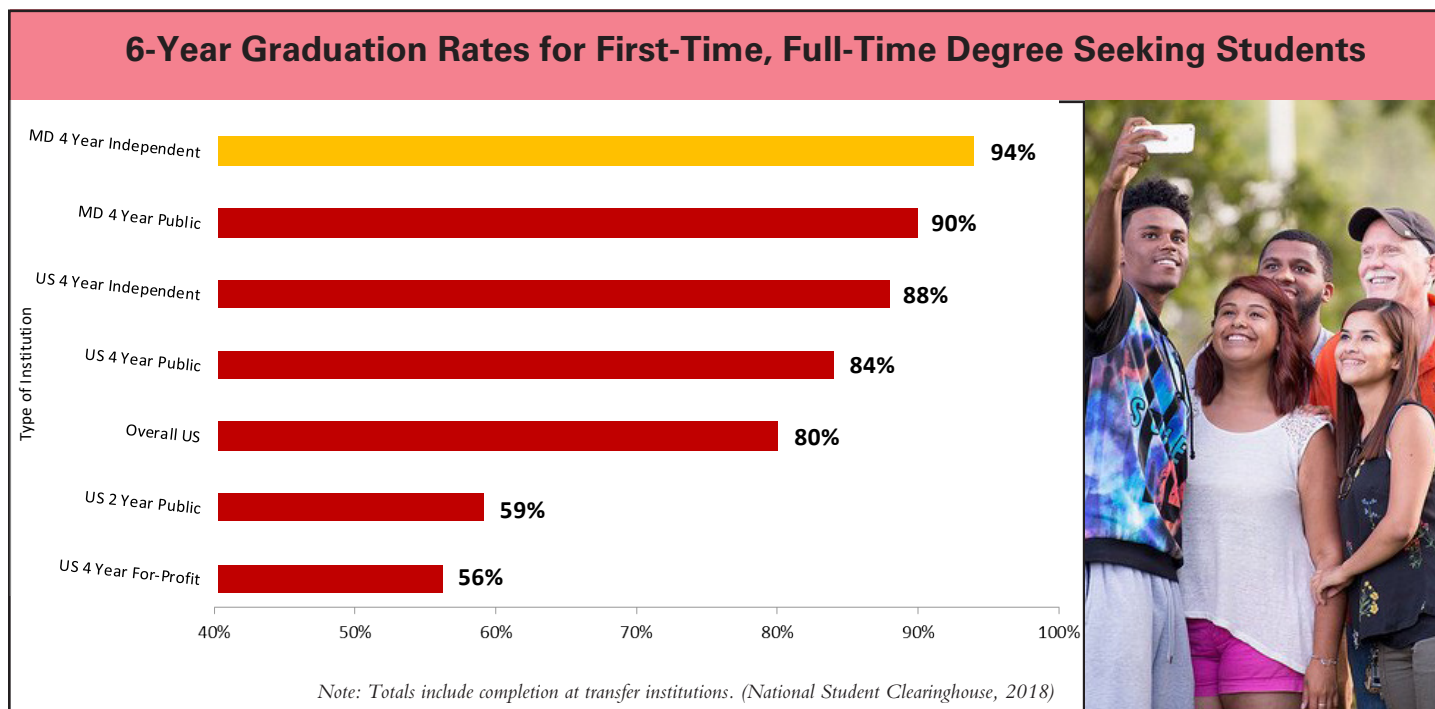
STUDENT SUCCESS IS PARAMOUNT TO MICUA members. In testament to this cause, each college and university has put programs and offices in place to assist students in the transition to college life through graduation.

**Loyola University Maryland** pairs first-year ALANA students with upper-class students to assist them in acclimating to campus life. The ALANA Mentors play an integral role in working with students for the first year of their college experience. Mentors assist first-year students in gaining an understanding and appreciation of the University culture, introduce them to co-curricular activities, and assist them with achieving academic and personal growth. In addition, Loyola’s Ignatius Scholars Program assists in the academic and social transition for 30 first-year students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds.

**Notre Dame of Maryland University** launched its Academic Pathways Program in 2016, which is designed for students who are motivated academically but may need additional

support at the start of their college career. Students in the Academic Pathways Program receive a personalized academic plan and schedule of classes, participate in academic support sessions and writing and math workshops, and attend a two-week bridge program to prepare them for the academic rigors of college. The University also offers the Trailblazers Program, which provides ongoing support to help over 100 first-generation students in the Women’s College reach their personal and academic goals annually.

**At Mount St. Mary’s University**, the Mount Cares Committee is a team of representatives from multiple segments of the campus community—Academic Affairs, Residence Life, Public Safety, Campus Ministry, Center for Diversity, and Learning Services. The Committee meets on a bi-weekly basis to review and discuss students who have been identified as at-risk by professors or other staff members. Students are assigned a contact person from the Committee who reaches out and offers resources and support where needed. Among the resources offered to students are peer tutoring services, which are provided through Learning Services.



# Targeted Financial Aid Programs

IN 2016 LEADERS OF THE 13 MICUA MEMBER INSTITUTIONS announced the launch of the Guaranteed Access Partnership Program (GAPP). This first-of-its-kind program was created to reduce college costs and moderate student debt for Maryland high school students who lack the financial resources to afford higher education. Through the partnership, MICUA institutions provide a matching grant award to students who receive a State Guaranteed Access grant.

MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

At **Hood College**, the Hodson-Gilliam Diversity Scholarship, named in honor of James H. Gilliam Jr., encourages students with demonstrated academic achievement to apply for the scholarship to support their enrollment. This scholarship is designated specifically for students of color. Annually, the number of Hodson-Gilliam Diversity Scholarships awarded is between 40 and 50 students. This award is for \$2,000 per year and is renewed automatically.

**McDaniel College** has competitive scholarships for College Bound and CollegeTracks students, which has led to increased awareness of McDaniel and a complementary increase in applications from Baltimore area students. In 2016, McDaniel launched Teachers for Tomorrow with Howard County Public Schools. This program provides full scholarships to McDaniel, including room and board, for a select group of Howard County graduates who commit to teach in the County for three years following college graduation. This program was teachers, while providing



*Notre Dame of Maryland University*

college access to academically talented students with limited resources.

**Maryland Institute College of Art (MICA)** offers numerous scholarship programs to meet the needs of culturally diverse students, including the Da Vinci Scholarship, Eddie C. and Sylvia Brown Scholarship, Ruth Jenkins Bristol Scholarship, Leslie King-Hammond Scholarship, Marwen Scholarship, and McMillan Stewart Scholarship. These scholarship awards are renewable annually.

**St. John's College** offers several financial aid programs and scholarships designed to promote cultural diversity, including need-based financial aid to minority students from the Hodson Trust, need-based financial aid for students of Turkish heritage or Turkish citizens from the Ertegun Education Fund, and financial assistance for international students from the Proxenos Fund.



## Guaranteed Access Partnership Program

**\$37,200** EACH YEAR FOR **4** YEARS

**GAPP is bridging the gap to college access and affordability**

# Student Leadership

INVOLVING STUDENTS IN LEADERSHIP positions is an important goal for MICUA members, all of which offer many opportunities for students to influence decision making.

Each fall at **Capitol Technology University**, the Department of Student Life and Retention holds a student club fair to recruit students for clubs and organizations on campus. In addition, the student life team provides leadership training for all resident assistants, presidents and vice presidents of student clubs and organizations, and members of the Student Leadership Advisory Board. Several organizations focus on culturally diverse students in the STEM disciplines in particular, including the University's local chapters of the National Society of Black Engineers, Society of Women Engineers, and oSTEM, a student group whose mission is to serve as a professional and social organization that recognizes the needs of LGBT students and their allies.

**Stevenson University** strongly encourages all students to become involved on campus in some way. Students of color who regularly visit the Center for Diversity and Inclusion are always privy to leadership opportunities on campus. Students are specifically encouraged to join, and eventually lead, cultural groups on campus as well as to become involved in the Student Government Association, Mustang Activities and Programming Board, and the Commuter Student Association.

These organizations afford students the opportunity to have an impact on diversity programming on campus.

At **Washington Adventist University**, students of color are heavily involved in leadership positions on campus. The University encourages students to build their leadership potential by providing opportunities for leadership in small groups, as well as with larger clubs, and the Student Association. An annual Student Leadership Retreat is held in August of each year, involving Student Association leaders, resident assistants, and campus ministers. Further, the institution's governance structure places students on the 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.

At **Washington College**, the Office of Intercultural Affairs launched an Intercultural Ambassador Council, comprised of eight student leaders who represent the following intersecting social and cultural identities: Race/Ethnicity, International, Socioeconomic Status, Sexuality and Gender Identity/Expression (LGBTQ+), Ability, Religion and Faith, Women, and First Generation College Students. Student ambassadors are asked to engage the campus community via outreach and programming across identities and difference. As a result, more social justice and equity conversations are occurring on campus, with intentional cross-cultural relationship building.



Washington College

# Diverse Faculty & Administrators—Recruitment, Professional Development, & Retention



*Stevenson University*

A CRITICAL OBJECTIVE FOR MICUA members is to increase diversity among faculty and administrators. As **Goucher College** President José Antonio Bowen wrote in an April 2016 *Baltimore Sun* editorial: “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.”

At **Goucher College**, new full-time faculty participate in a two-day faculty orientation and a year-long development program to support acclimation to campus, discuss classroom and pedagogical challenges, and share information on promotion and tenure processes. A mentoring program pairs new and senior faculty, and faculty from underrepresented groups are matched with mentors from similar backgrounds. Workshops addressing microaggressions, difficult conversations, and implicit bias are also offered for faculty development.

Launched in 2016, **Johns Hopkins University’s** Female Finance Professionals Network supports women working in financial roles across the institution, fostering alliances and starting new conversations on gender and inclusion issues. The network of over 200 members welcomes individuals of

all genders, hosts regular networking events for exchanging knowledge, fosters alliances, and starts conversations on gender and inclusion. The Finance Diversity Mentor Program, established with support from the Black Faculty and Staff Association, was expanded in 2017 from University Administration only to include all finance staff.

The Office of Human Resources at **Loyola University Maryland** arranges professional development opportunities for all faculty and staff, including sexual harassment prevention and workplace diversity. OUTLoyola offers Safe Zone Training to all employees. Student Development offers bystander intervention training through its Green Dot Campaign. Loyola’s Title IX Coordinator and Deputy Coordinators provide sexual violence and discrimination prevention training for all employees. The University sponsors participation in the Ignatian Colleagues Program, designed to develop faculty and administrator leadership potential at Jesuit institutions across the nation.

**Notre Dame of Maryland University’s** recruitment policies and guidelines require the development of applicant pools including underrepresented groups to promote the University’s goal of learning and working in an inclusive campus community. Human Resources posts recruitment ads on the University’s website, Indeed, HigherEdJobs, *The Chronicle of Higher Education*, LinkedIn, and websites and listservs specifically focused on academic disciplines and/or professional fields. In 2017, Human Resources added Maryland Job Network, which disseminates listings to at least 80 local community and diversity organizations that provide employment and training services to target populations.

**Stevenson University’s** Vice President for Human Resources and Vice President of Student Affairs co-chair the University-wide Diversity and Inclusion Committee, established in 2017. The Committee has co-sponsored a number of diversity events on campus. Human Resources has also coordinated numerous professional workshops for faculty and staff on diversity and inclusion, including: Decoding Diversity; Inclusion/Exclusion/Illusion/Collusion; Ouch-That Stereotype Hurts; The Dangers of a Single Story; What’s in a Label; and Different Strokes.

# *Evaluation in Promoting Diversity*

MICUA INSTITUTIONS CONTINUALLY EVALUATE cultural diversity programs and practices using a range of internal campus assessments and outside sources, including the National Survey of Student Engagement (NSSE).

**Hood College** uses a variety of instruments to assess its performance in promoting cultural diversity, including national surveys such as the Student Satisfaction Inventory (SSI) and National Survey of Student Engagement (NSSE), internal assessments, climate surveys, and student club and organization evaluations. A student life assessment team has been appointed to develop a plan for the College, which will contribute to the assessment of campus programs and activities, including those promoting cultural diversity. The first-year pilot of this plan has been implemented and data are being gathered.

**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 findings that optimizing diversity in the learning environment 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 and campus practices as experienced with faculty, staff, and peers. The College is using the survey findings to assess areas of strength and improvement related to cultural diversity.



*Washington Adventist University*



*Capitol Technology University*

In April 2018, **Maryland Institute College of Art (MICA)** finalized the Diversity, Equity, Inclusion, and Globalization (DEIG) report, the end-product of nearly three years of an internal study regarding the systems and structures of the College relative to inclusivity and cultural diversity. This report not only assesses MICA's strengths, but also outlines a comprehensive set of commitments for growth. At the conclusion of this process, an Accountability Monitoring Group (AMG) was launched with representation from students, faculty, staff, administrators, and trustees. The AMG will act as an internal auditor and is charged with assessing MICA's performance relative to cultural and other diversity.

**Mount St. Mary's University's** Inclusive Excellence Committee administered a campus climate survey to all students in 2015, followed by focus groups to gather qualitative data. The results were shared in individual meetings with the President's Cabinet, Faculty, Student Affairs Council, Leadership Team (50+ Administrative

leaders), and Student Government Association. The survey will be conducted every three years. In 2018, the Mount Inclusive Excellence Committee adopted an assessment plan to help identify gaps and challenges, guide recommendations for resource allocations, and track progress over time towards long-term campus climate and diversity objectives.

**Washington College** uses a combination of the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE) to understand students' expectations and experiences with diversity in their social interactions and in the curriculum. When used in concert, these surveys permit inferences about how college affects students' perspectives on diversity. The survey results have been used to engage the campus community in further conversations, and the College's diversity committee is creating an assessment plan to assess initiatives and develop goals and actions for the institution.

# Best Practices

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.



Goucher College

**(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 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 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)** Effective 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.



# Best Practices

**(16)** Culturally competent 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 by making social responsibility 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. Effective 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)** To ensure diverse viewpoints are represented, institutions should encourage all students to contribute ideas and articles to the student newspaper.

**(21)** Student affairs professionals should 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 should include 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 should target media outlets with diverse viewers. Efforts should be made to ensure that the institution has not used language in an advertisement that would narrow the field of eligible applicants. Effective 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)** Effective 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 should 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)** To prepare educators for leadership at the next level, institutions should offer professional development to diverse faculty and administrators.

**(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 should 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.



*Hood College*

#### CAPITOL TECHNOLOGY UNIVERSITY



11301 SPRINGFIELD ROAD  
LAUREL, MD 20708  
301-369-2800  
WWW.CAPTECHU.EDU

BRADFORD SIMS  
PRESIDENT

Capitol Technology University is the only independent institution in Maryland dedicated to engineering, computer science, IT, and business. Capitol guarantees its qualified bachelor's degree graduates placement in a high-technology or information technology job with a competitive salary within 90 days of graduation. Capitol is one of a select number of colleges that has been designated a National Center of Academic Excellence in Information Assurance Education by the National Security Agency and Department of Defense.

#### GOUCHER COLLEGE



1021 DULANEY VALLEY ROAD  
BALTIMORE, MD 21204  
410-337-6000  
WWW.GOUCHER.EDU

JOSÉ ANTONIO BOWEN  
PRESIDENT

Goucher is the only liberal arts college in the nation to require all undergraduate students to study abroad, whether for a three-week intensive course, semester, or year-long program in one of nearly 30 countries. The College is teaching its students to engage the world as true global citizens. For this reason, and ample others, education expert Loren Pope featured Goucher in his book, *Colleges that Changes Lives*, calling Goucher "one of the best kept secrets of top-quality coed colleges."

#### HOOD COLLEGE



401 ROSEMONT AVENUE  
FREDERICK, MD 21701  
301-663-3131  
WWW.HOOD.EDU

ANDREA CHAPDELAINE  
PRESIDENT

Providing university-quality instruction in a vibrant, coeducational, small-college environment, Hood College has a century-long history of offering numerous majors in the liberal arts tradition. Hood's dedicated faculty and small classes contribute to an exceptional learning experience. The *U.S. News & World Report* college guide gives high marks to Hood for quality and affordability, calling it a great college at a great price, and *The Princeton Review* named Hood one of the best colleges in the Mid-Atlantic.

#### JOHNS HOPKINS UNIVERSITY

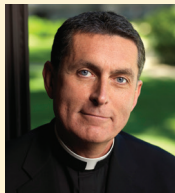


3400 NORTH CHARLES STREET  
BALTIMORE, MD 21218  
410-516-8000  
WWW.JHU.EDU

RONALD DANIELS  
PRESIDENT

Johns Hopkins was the first research university in the U.S., founded both to educate students and to advance human knowledge through discovery and scholarship. Today, the University includes 10 academic and research divisions, and numerous centers, institutes, and affiliated entities. Johns Hopkins is known internationally for excellence in education, research, and health care. For more than 30 years, it has topped the nation in spending on scientific and medical research, now attracting more than \$2 billion in grants annually.

#### LOYOLA UNIVERSITY MARYLAND



4501 NORTH CHARLES STREET  
BALTIMORE, MD 21210  
410-617-2000  
WWW.LOYOLA.EDU

REV. BRIAN LINNANE, S.J.  
PRESIDENT

Loyola University Maryland has a national reputation for excellence in the Jesuit tradition of the liberal arts at the undergraduate level and extensive professional programs at the graduate level. Loyola University Maryland comprises three distinct schools: Loyola College, home to the University's arts and sciences programs; the Sellinger School of Business and Management; and the School of Education. A Loyola education prepares students to learn, lead, and serve in a diverse and changing world.

#### MARYLAND INSTITUTE COLLEGE OF ART



1300 MOUNT ROYAL AVENUE  
BALTIMORE, MD 21217  
410-669-9200  
WWW.MICA.EDU

SAMUEL HOI  
PRESIDENT

Maryland Institute College of Art (MICA) is the oldest continually degree-granting college of art and design in the nation, enrolling nearly 2,700 undergraduate, graduate, and continuing studies students from 49 states and 65 countries in studio, seminar, and online-based programs. With programs ranked in the top ten by *US News & World Report*, MICA is pioneering creative, interdisciplinary approaches to innovation, research, and community and social engagement.

#### MCDANIEL COLLEGE



2 COLLEGE HILL  
WESTMINSTER, MD 21157  
410-848-7000  
WWW.MCDANIEL.EDU

ROGER CASEY  
PRESIDENT

McDaniel College, founded in 1867 and nationally recognized as one of 40 "Colleges That Change Lives," is a four-year, independent college of the liberal arts and sciences offering more than 70 undergraduate programs of study, including dual and student-designed majors, plus 25 highly regarded graduate programs. A diverse, student-centered community, its personalized, interdisciplinary, global curriculum and student-faculty collaboration develop the unique potential in every student.

### MOUNT ST. MARY'S UNIVERSITY



16300 OLD EMMITSBURG ROAD  
EMMITSBURG, MD 21727  
301-447-6122  
WWW.MSMARY.EDU

TIMOTHY TRAINOR  
PRESIDENT

Mount St. Mary's University is the second-oldest Catholic university in the U.S. From conducting professional level research in the sciences to a robust honors program, students acquire solid intellectual competencies and hands-on experiences. One of the top 25 colleges and universities in the region as chosen by *U.S. News & World Report*, the Mount is also listed in the *Newman Guide to Choosing a Catholic College* as one of the top Catholic universities in the country.

### NOTRE DAME OF MARYLAND UNIVERSITY



4701 NORTH CHARLES STREET  
BALTIMORE, MD 21210  
410-435-0100  
WWW.NDM.EDU

MARYLOU YAM  
PRESIDENT

Founded as a Catholic liberal arts college for women, Notre Dame of Maryland University now enrolls both women and men at its main campus in Baltimore and at satellite centers throughout Maryland. In addition to its flagship Women's College, the University offers coeducational programs in its College of Adult Undergraduate Studies, College of Graduate Studies, and English Language Institute. Students may study in the Schools of Arts and Sciences, Education, Nursing, and Pharmacy.

### ST. JOHN'S COLLEGE



60 COLLEGE AVENUE  
ANNAPOLIS, MD 21401  
410-263-2371  
WWW.SJC.EDU

PANAYIOTIS KANELOS  
PRESIDENT

At St. John's College, students pursue an interdisciplinary curriculum based on the foundational works of Western civilization in small, discussion-based classes. They explore many disciplines, including math, political philosophy, the sciences, theology, literature, history, language, and music. This independent, coeducational college offers graduate programs based on these same principles. St. John's, the third oldest college in the country, has graduates who excel in a wide range of careers around the world.

### STEVENSON UNIVERSITY



1525 GREENSPRING VALLEY ROAD  
STEVENSON, MD 21153  
410-486-7000  
WWW.STEVENSON.EDU

ELLIOT HIRSHMAN  
PRESIDENT

Stevenson University provides a career-focused undergraduate education for traditional students, as well as graduate and bachelor's programs for working adults. Based in Stevenson and Owings Mills, the University offers education that extends beyond the campus, as students gain valuable experience in the working world by participating in internships, paid cooperative education programs, service learning, and study-abroad programs. Stevenson is the only university to offer the distinctive *Career Architecture*<sup>SM</sup> process.

### WASHINGTON ADVENTIST UNIVERSITY



7600 FLOWER AVENUE  
TAKOMA PARK, MD 20912  
301-891-4000  
WWW.WAU.EDU

WEYMOUTH SPENCE  
PRESIDENT

Washington Adventist University is the only four-year institution with a campus in Montgomery County. The University plays a unique role in serving the area's high percentage of immigrant students and has been recognized as one of the most diverse institutions in the nation, with students of color making up 66% of total enrollment. The School of Graduate and Professional Studies provides opportunities for working adults to earn a bachelor's or master's degree in a variety of fields.

### WASHINGTON COLLEGE



300 WASHINGTON AVENUE  
CHESTERTOWN, MD 21620  
410-778-2800  
WWW.WASHCOLL.EDU

KURT LANDGRAF  
PRESIDENT

Founded in 1782, Washington College was the first college chartered in the new nation. Among Kiplinger's top 100 liberal arts colleges for economic value and academic quality, it emphasizes hands-on, multidisciplinary learning with top programs in environmental science, psychology, biology, English, and history. Its affordability initiatives include: *Dam the Debt*, reducing graduating seniors' federal debt by over 10 percent; *Saver's Scholarship*, matching up to \$2,500 the amount students paid for tuition from a 529 or Educational Savings Account; and *FixedFor4*, which locks tuition for a student's four years.

## Affiliate Members

### NER ISRAEL RABBINICAL COLLEGE

400 MOUNT WILSON LANE  
BALTIMORE, MD 21208  
410-484-7200

RABBI SHEFTEL NEUBERGER  
PRESIDENT

### ST. MARY'S SEMINARY & UNIVERSITY

5400 ROLAND AVENUE  
BALTIMORE, MD 21210  
410-323-3200  
WWW.STMARYS.EDU

FR. PHILLIP J. BROWN, P.S.S.  
PRESIDENT RECTOR

# MICUA

Maryland Independent College  
and University Association

*Tina Bjarekull*  
*President*

*Jennifer Frank*  
*V. P. of Academic Affairs*

*Matthew Power*  
*V.P. of Government Affairs*

*Dea Andersen*  
*Administrative Assistant*

*Dennis Hoyle*  
*Senior Research Analyst*

*Aries Matheos*  
*Director of Communications*

*Ashley Swift*  
*Manager of Business Operations*



*McDaniel College*



*Goucher College*